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JANUARY 1931

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Father Appreciates

I have before me a most delightful note which is written by an Ursuline Sister. While she discusses other problems, she mentions a matter which may prove helpful to other Sisters.

"Thanks to my dear father I am having the renewal of the trustworthy and helpful CATHOLIC SCHOOL JOURNAL. I would like to say to all fathers who have religious daughters that they can make no more helpful and appreciative gifts to these same daughters than a subscription to your JOURNAL."

So frequently a father is puzzled about some gift for his daughter who may be teaching in Porto Rico, the Philippine Islands, or in some distant city.

The problem of a gift from a father to his daughter is not without its difficulties. After the first few years the problem becomes quite troublesome. If Sisters will suggest to their fathers that a subscription to the CATHOLIC SCHOOL JOURNAL is acceptable, it will solve a problem.

The Publisher



500 Adoptions of General Business Science

by

Jones and Bertschi

GENERAL BUSINESS SCIENCE was first published in March, 1930. The reports on October 1 showed that over 500 schools had adopted the book for September classes.

But the most encouraging feature is the enthusiasm with which this book is being received by the teachers of the subject. The following paragraph quoted from a letter recently received from a large city commerce department head is typical of many letters received since September 1:

The students in my classes are simply "eating it up," and the general classroom interest in the subject is so keen that I am afraid we are not going to be able to cover the text. I say this, because the ideas introduced in the first few units are creating such an interest in outside reference work that we have found rapid advancement in the text itself impossible. As for myself, I would much rather have such a condition existing, and this is the first time that I have had no trouble whatsoever in creating a desire to do outside work.

The entire spirit of the text is one of energy and optimism, and with the text as a guide and the Projects in Business Science to give the students plenty of good, practical work, I cannot see how any school can afford to do without such a course.

If you have not examined GENERAL BUSINESS SCIENCE, send to our nearest office for full information. Both Teacher's Manual and Objective Tests now ready.

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The CATHOLIC SCHOOL JOURNAL

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No. 1

A Curriculum In Religion Grade II—Preparation for Holy Communion

Editor's Note. This is the second installment of the Curriculum in Religion, prepared for the schools of the Archdiocese of Chicago, under the direction of Rev. Daniel F. Cunningham, diocesan superintendent of schools.

THE content of the main part of the course for the second grade centers around the preparations for Holy Communion, or in the case of children who have already made the First Communion, for a better understanding of, and a more significant spiritual life. The fundamental guide for the teacher of the grade in which the child makes his First Confession and First Communion, and of those subsequently who should stimulate regular reception of the Sacrament, are the two papal decrees on Holy Communion. For purpose of reference the text of the Decree on early Communion (Aug. 8, 1910) as related to the "age of discretion," and "the regulations" are quoted herewith.

"From all this it follows that the age of discretion required for Holy Communion is that at which the child can distinguish the Eucharistic from common and material bread and knows how to approach the altar with proper devotion.

"A perfect knowledge of the articles of faith is, therefore, not necessary. A few elements alone are sufficient. Nor is the full use of reason required, since the beginning of the use of reason, that is, some kind of reason, suffices. Wherefore to put off Communion any longer or to exact a riper age for the reception of the same is a custom that is to be rejected absolutely and the same has been repeatedly condemned by the Holy See. Thus, Pius IX, of happy memory, in the letters of Cardinal Antonelli to the Bishops of France given March 12, 1822, severely condemned the growing custom existing in some dioceses of putting off Holy Communion to a maturer age, and rejected the number of years as fixed by them.

"The S. Congregation of the Council on March 15, 1851, corrected a chapter of the Provincial Council of Rouen in which children under twelve years of age were forbidden to receive Holy Communion. This same Congregation of the Discipline of the Sacraments, acting in a similar manner in a case proposed to it from Strassburg on March 25, 1910, in which it was asked whether children of twelve or fourteen years could be admitted to Holy Communion, answered: "Boys and girls are to be admitted to Holy Communion when they arrive at the age of discretion or attain the use of reason."

"After seriously considering all these things, the S. Congregation of the Discipline of the Sacraments, at a general meeting held July 15, 1910, in order that the above-mentioned abuses might be removed and the children of tender years become attached to Jesus, live His life, and obtain assistance against the dangers of corruption, has judged it opportune to lay down the following.

"Norm for Admitting Children to First Holy Communion to be observed everywhere:

"1. The age of discretion required both for Confession and Communion is the time when the child begins to reason, that is about the seventh year, more or less. From this time on the obligation of satisfying the precept of both Confession and Communion begins.

"2. Both for First Confession and First Communion a complete and perfect knowledge of Christian Doctrine is not necessary. The child will, however, be obliged to learn gradually the whole Catechism according to its ability.

"3. The knowledge of Christian Doctrine required in children in order to be properly prepared for First Holy Communion is that they understand according to their capacity those mysteries of Faith which are

necessary as a means of salvation, that they be able to distinguish the Eucharist from common and material bread, and also approach the sacred table with the devotion becoming their age.

"4. The obligation of the precept of Confession and Communion which rests upon the child, falls back principally upon those in whose care they are, that is, parents, confessors, teachers, and their pastor. It belongs to the father, however, or to the person taking his place, as also to the confessor, as the Roman Catechism declares, to admit the child to First Holy Communion.

"5. The pastor shall take care to announce and hold a General Communion for Children once or several times a year, and on these occasions they shall admit not only First Communicants but also others who, with the consent of their parents and the confessor, have been admitted to the sacred table before. For both classes some days of instruction and preparation shall precede.

"6. Those who have the care of children should use all diligence so that after First Communion the children shall often approach the holy table, even daily, if possible, as Jesus Christ and Mother Church desire, and that they do it with a devotion becoming their age. They should bear in mind their most important duty, by which they are obliged to have the children present at the public instructions in Catechism; otherwise they must supply this religious instruction in some other way.

"7. The custom of not admitting children to confession, or of not absolving them, is absolutely condemned. Wherefore local Ordinaries will take care that it is entirely abolished, even by using canonical punishments.

"8. It is a most intolerable abuse not to administer Viaticum and Extreme Unction to children who have attained the use of reason, and to bury them according to the manner of infants. The Ordinaries of places shall proceed severely against those who do not abandon this custom."

Outline of Topics

The purpose of this grade is to give the children, on their level, the general underlying conceptions of religion, or as the Decree has it: "they understand according to their capacity those mysteries of faith which are necessary as a means of salvation, that they be able to distinguish the Eucharist from common or material bread, and also approach the sacred table with the devotion becoming their age." The continuing instruction provided in this curriculum provides for the development and the knowledge acquired here.

1. God the Creator
2. Adam and Eve
3. The Sin of Adam
4. Man, a Pilgrim — Heaven His Home
5. Keep the Commandments
6. The Ten Commandments

- (1)) I am the Lord thy God. Thou shalt not have strange gods before Me.
- (2)) Thou shalt not take the name of the Lord thy God in vain.
- (3)) Remember thou keep holy the Sabbath-day.
- (4)) Honor thy father and thy mother.
- (5)) Thou shalt not kill.
- (6, 9) Thou shalt not commit adultery.
Thou shalt not covet thy neighbor's wife.
- (7, 10) Thou shalt not steal.
Thou shalt not covet thy neighbor's goods.
- (8)) Thou shalt not bear false witness against thy neighbor.

7. Examination of Conscience
 8. The Idea of Redemption
 9. The Messiah
 10. The Baptism of Christ and the Trinity
 11. The Crucifixion and the Resurrection
 12. The Catholic Church
 13. The Holy Eucharist
 14. What the Priest Does in Mass
 15. How Can I Be Saved
 16. Baptism
 17. Peter and the Power of the Keys
 18. The Confession
 19. Penance
 20. Method of Saying Confession
 21. Holy Communion
 22. The Sacrament of Confirmation
- The subtopics are worked out in the syllabus.

Religious Vocabulary

Special care must be taken to see that the child's religious vocabulary is increased in connection particularly with the main topic of the grade, and that the new words are taught as the need develops and in the actual situation. Care should be taken to review words previously learned and to be sure a correct meaning is given to them on the child's own level. The words should grow in connotation as his religious knowledge and experience increases.

Words that will generally be taught in this grade are:

Blessed	commandment	Communion
Sacrament	holy	forgive
Host	Confirmation	tabernacle
loaves	Eucharist	holydays
covet	elevation	temptation
neighbor	Sunday	obligation
sacrifice		

Each teacher will be required to make up her specific lists for her specific children. No stress need be placed on the spelling of these words at present. They may be left on the board for reference.

Quotations

In this grade the quotations center around the sacrifice on Calvary, the Eucharist, and Confirmation.

These are all to emphasize Christ's relation to the individual and the individual's love for Christ. Emphasis throughout is on Christ's love of children. The quotations must have their setting in relation to the more detailed discussion of the Sacrament of the Holy Eucharist which is the main interest in this grade. The quotations follow:

"Thomas answered, and said to Him: My Lord, and my God" (John xx. 28).

"This is the Bread which cometh down from heaven; that if any man eat of it, he may not die" (John vi. 50).

"I am the living Bread which came down from heaven" (John vi. 51).

"In My Father's house there are many mansions. If not, I would have told you: because I go to prepare a place for you" (John xiv. 2).

"And if I shall go, and prepare a place for you, I will come again, and will take you to Myself: that where I am, you also may be" (John xiv. 3).

"Then they laid their hands upon them, and they received the Holy Ghost" (Acts viii. 17).

"Then were little children presented to Him, that He should impose hands upon them and pray. And the disciples rebuked them.

"But Jesus said to them: 'Suffer the little children, and forbid them not to come to Me: for the kingdom of heaven is for such'" (Matt. xix. 13, 14).

"If thou wilt enter into life, keep the Commandments" (Matt. xix. 17).

(The Ten Commandments.)

"If you will not forgive men, neither will your Father forgive you" (Matt. vi. 15).

"And taking bread, He gave thanks, and brake; and gave to them, saying: 'This is My body, which is given for you. Do this for a commemoration of Me.'

"In like manner the chalice also, after He had supped, saying: 'This is the chalice, the new testament in My blood, which shall be shed for you'" (Luke xxii. 19, 20).

"If any man eat of this Bread, he shall live for ever; and the Bread that I will give, is My flesh, for the life of the world" (John vi. 52).

"And Jesus said to them: I am the Bread of life: he that cometh to Me shall not hunger: and he that believeth in Me shall never thirst" (John vi. 35).

"And he that shall receive one such little child in My name, receiveth Me" (Matt. xviii. 5).

"My little children, let us not love in word, nor in tongue, but in deed and in truth" (I John iii. 18).

"As the Father hath loved Me, I also have loved you. Abide in My love" (John xv. 9).

"All the law is fulfilled in one word: Thou shalt love thy neighbor as thyself" (Gal. v. 14).

"Jesus answered, and said to him: If any one love Me, he will keep My word, and My Father will love him, and We will come to him, and will make Our abode with him" (John xiv. 23).

"Master, which is the great commandment in the law? Jesus said to him: 'Thou shalt love the Lord thy God with thy whole heart, and with thy whole soul, and with thy whole mind.' This is the greatest and the first commandment. And the second is like to this: 'Thou shalt love thy neighbor, as thyself.' On these two commandments dependeth the whole law and the prophets" (Matt. xxii. 36-40).

"This day thou shalt be with Me in Paradise" (Luke 23. 43).

Pictures

The children should know the following pictures, which should be presented in connection with the

stories studied. Some should be made a matter of special study:

Christ Blessing Little Children — Plockhurst

Christ Blessing Little Children — Hoffmann

Suffer Little Children to Come Unto Me — Von Uhde

Christ Blessing Little Children — Vogel

Holy Family — Defregger

Christ and the Sinner — Hoffmann

Fourth Commandment — Senkel

Christ and the Rich Young Man — Hoffmann

Prodigal Son — Molitor

Good Shepherd — Plockhurst

Divine Shepherd — Murillo

Mary Magdalene — Hoffmann

The Crucifixion — Guido Reni

The Crucifixion — Hoffmann

The Crucifixion — Munkacsy

The Miracle of the Loaves and Fishes — Murillo

The Last Supper — Da Vinci

NOTE: *The Wonder Gifts*, by Marion Ames Taggart, contains many good pictures.

Activities

The oral and written language work supplementary to the material of this grade will naturally suggest itself, as well as the paper cutting, particularly in connection with the booklets hereafter proposed. A dramatization of the Prodigal Son would be especially appropriate for this grade. The pupils in this grade will make a booklet suggested by the following: My First Communion; Jesus My Best Friend; My Prayer Book; The Commandments. All pupils might prepare the first booklet and choose one of the others or still others suggested by the teacher or the child.

The Liturgy

The child will, in this grade, get two main ideas regarding the Mass: a *general* conception of the canon of the Mass; and the relation of the Mass to the Sacrifice on Calvary. He will learn the essential words of the consecration.

Poems

The poems in this grade center for the most part about the theme of the Child's Love of God, particularly in the Blessed Sacrament. If the child has made his Communion then this material should be used to renew, reënforce and revivify his love of God in the Blessed Sacrament and in practice the regularity of reception of his Sacrament. The suggestive collection of poems for this grade are:

Nails, Leonard Feeney, S.J.

God, Father John B. Tabb

The Way of the Cross, Leonard Feeney, S.J.

Christmas Song, Lydia A. C. Ward

The Holy Baby, Father Faber

One Summer Day, Margaret E. Jordan

Raindrops, Ellen Walsh

Gates and Doors, Joyce Kilmer

A Child's Prayer, M. Betham Edwards

Morning Prayer, Monsignor Robert Hugh Benson

The Name of Mary, Adelaide A. Procter

The Christ Child, G. K. Chesterton

The Annunciation, Adelaide A. Procter

Come to Jesus, Father Faber
Spring, Mary Dixon Thayer
Autumn, Mary Dixon Thayer
First Communion Day, Faber
God's Home, E. F. Garesché, S.J.
Holy Communion, Speer Strahan
The Lamb, William Blake
Finding You, Mary Dixon Thayer
Thoughts, Mary Dixon Thayer
I Like to Think the Days Are Steps, Mary Dixon Thayer
In the Morning, Mary Dixon Thayer
Winter, Mary Dixon Thayer
The King's Highway, Rev. Hugh F. Blunt
All Things Beautiful, John Keble
A Child's Morning Prayer, Mary L. Duncan
Sleep Song, Denis A. McCarthy
Saying Grace, Robert L. Stevenson
A Child's Wish, Rev. A. J. Ryan
Oh! Heaven, I think, Must be Always, Father Faber
Because He Loves Us, Alice Cary
A Christmas Gift, John Francis Quinn, S.J.
A Brave Man's Hope, Katherine E. Conway
O Sacred Cross! O Holy Tree!, William Cardinal O'Connell
Holy Ghost, Come Down Upon Thy Children, Father Faber
The Blessed Trinity, Rev. F. W. Faber

Some poems are placed in the later grades to serve as a convenient opportunity to recall similar poems in the earlier grades. In a particular grade the character of the class will determine the nature of the treatment of the poem; some poems will be read by the teacher, some will be read in class, and referred to occasionally, and some will be studied with great care. For the guidance of teachers there is listed in the syllabus, the poems in previous grades which are similar to the individual poems studied in this grade.

Prayers

The more formal prayers to be taught are here listed as a basis for work in this grade. Additional prayers may be taught. The list is as follows:

- | | |
|-----------------------|----------------------|
| 1. Morning Prayers | 5. Act of Contrition |
| 2. Evening Prayers | 6. Act of Faith |
| 3. Grace before meals | 7. Act of Hope |
| 4. Grace after meals | 8. Act of Charity |

The "Our Father," the "Hail Mary," and the "Angelus" will be recalled to mind frequently. The "Angelus" will be said at noon.

Aspiration and Brief Prayers

As opportunity offers the following aspirations or others will be taught. One might be selected and written on the board each month, calling attention to it as opportunity permits. The students might prepare aspirations of their own.

1. Eternal rest give unto them, O Lord, and let perpetual light shine upon them.
2. Sweet Heart of Jesus, be my love.
3. Sacred Heart of Jesus, I place my trust in Thee.
4. Lamb of God Who takest away the sins of the world, have mercy on us.
5. My Lord and my God.

6. May the Body and Blood of Our Lord Jesus Christ preserve my soul to everlasting life.
7. My Jesus, mercy! Save me by Your Precious Blood.
8. Let us give thanks to the Lord, our God.
9. May the Almighty and merciful Lord grant us pardon, absolution, and remission of our sins.
10. Jesus, in the Most Holy Sacrament, have mercy on us.

Hymns

Hymns are an important factor in reënforcing the general religious instruction and training, valuable for their own content, and, if properly taught, add an element of joy in religious instruction that is quite important. The child should, at the end of instruction, know the great hymns of the Church. For the second grade there is suggested the following to be sung within the voice range of the children:

1. The Child's Prayer
2. Hymn to St. Joseph
3. A Child's Gift
4. A Child's May Hymn
5. While Shepherds Watched
6. A Child's Morning Prayer
7. The Child to the Guardian Angel
8. Jesus Teach Me How to Pray
9. O Lord, I am Not Worthy
10. Dear Angel, Ever at my Side
11. Mother Mary at Thine Altar
12. Mother, at Your Feet is Kneeling
13. Dear Guardian of Mary

Religious Practice

A definite part of the program in every grade is to build up the practice of religion in every grade and have the development cumulative throughout the grades. Wherever teachers see opportunity to build up Catholic practice they should do so. Teachers must not confound the lessons that may be essential and the actual practice in the life of the child. The pupil should understand the importance of interior disposition.

In the assignment to grade the purpose is to provide a specific time to see that the practice is established and understood. In some cases the habit will have been established. The cumulative listing of these practices is to emphasize the fact that they are not taught or established once and you are through with them. The practice must continue to be stimulated until it is "securely rooted in the life of the individual."

There should be emphasized in this grade:

1. Morning Prayer
2. Evening Prayer
3. Regular attendance at Mass on Sundays
4. Attendance at Mass on all Holydays of obligation
5. Angelus
6. Bowing at the name of Jesus
7. Tipping hat or bowing as one passes church
8. Tipping hat when one meets priest or sister or other religious
9. Monthly Communion or more frequently

Practical Life

The translation of the religious knowledge practice and attitudes in the day-to-day life of the child must always be an objective in religious education. The elevation of the actual daily life of the individual to a supernatural plane will come about through the character of the individual's motivation. This must be a matter of development; the child must be taken, however, where he is. The lines of development are indicated but the more specific content is left for the experimentation of the first year. A teacher should always take advantage of any actual situation, and should always strive to meet difficulties which her children as a group are confronted with, no matter whether it is included in the course or not.

1. Do a good turn every day for the love of God.
 - a) Daily examination of conscience at night.
 - b) Daily specific review of days, thoughts, words, or deeds.
 - c) Weekly complete examination of conscience for confession or as a preparation for spiritual communion.
 - d) Daily expiation for the temporal punishment due to sin.
2. Cultivation of virtuous life.
3. Cultivation of school virtues.
4. Promotion of corporal and spiritual works of mercy.

Special attention is directed to the chapters on "The Christian Rule of Life" and "The Christian Daily Exercise" of the *Catechism of Christian Doctrine* approved by the Cardinal, Archbishops, and Bishops of England and Wales, and directed to be used in all their dioceses.¹

Christian Doctrine

The formal teaching of doctrine is the main interest of the seventh and eighth grades, but that will not be the child's first contact with the doctrine. He meets it frequently at various levels, and from various angles throughout the course. He organizes this knowledge and experience in the seventh and eighth grades. We call attention here, for example, in a general way to the doctrinal content of this grade, even though the method of teaching is not the ordinary formal method.

In this grade the child receives the general groundwork of Christian doctrine: God the Father, the Creation, Adam and Eve, original sin, the commandments of God, actual sin, the Redemption, the Resurrection, the Church, the Sacrifice of the Mass, the Sacraments of Baptism, Penance (including Confession), and Confirmation.

As far as the creed is concerned they have the following: I believe (1) in God, the Father, (2) in Jesus Christ, His Son, (3) in the Holy Ghost, (4) in one God in three Divine Persons, (5) in the Holy Catholic Church, and (6) in the forgiveness of sins.

¹This is printed herewith, but is reserved for formal study in the seventh and eighth grades.

Basal Texts and Supplementary Material

The best available text is Rev. William R. Kelley's *Our First Communion* (Benziger), though for this special treatment it will require considerable supplementing. Supplementary material will be found in:

- Loyola, Mother, *First Communion*, Burns and Oates.
 Loyola, Mother, *Jesus of Nazareth*, Benziger.
 Sisters of Notre Dame, *First Communion Day*, Herder.
 Eaton, Mary, *The Little Ones*, Herder.
 Brownson, J. Van Dyke, *To the Heart of a Child*, Universal Knowledge Foundation.
 Matimore, Rev. P. Henry, *A Child's Garden of Religious Stories*, p. 243-260, Macmillan.
 Sisters of Notre Dame, *Thoughts and Prayers for First Communion*, Herder.
 Taggart, Marion Ames, *The Wonder Gifts*, Benziger.
 Sisters of St. Dominic, *My Gift to Jesus*, Lawdale.
 de Zulueta, Rev. F. M., *Child Prepared for First Communion*, Benziger.
 Eleanore, Sister M., *The Little Flower's Love for the Holy Eucharist*, Benziger.

The Christian's Rule of Life

I

What Rule of Life Must We Follow if We Hope to be Saved?

If we hope to be saved, we must follow the rule of life taught by Jesus Christ.

What Are We Bound to Do by the Rule of Life Taught by Jesus Christ?

By the rule of life taught by Jesus Christ we are bound always to hate sin and to love God.

How Must We Hate Sin?

We must hate sin above all other evils, so as to be resolved never to commit a willful sin, for the love or fear of anything whatsoever.

How Must We Love God?

We must love God above all things, and with our whole heart.

How Must We Learn to Love God?

We must learn to love God by begging of God to teach us to love Him: "O my God, teach me to love Thee."

II

What Will the Love of God Lead Us to Do?

The love of God will lead us often to think how good God is; often to speak to Him in our hearts and always to seek to please Him.

Does Jesus Christ Also Command Us to Love One Another?

Jesus Christ also commands us to love one another—that is, all persons, without exception—for His sake.

How Are We to Love One Another?

We are to love one another by wishing well to one another, and praying for one another; and by never allowing ourselves any thought, word, or deed to the injury of anyone.

Are We Also Bound to Love Our Enemies?

We are also bound to love our enemies, not only by forgiving them from our hearts, but also by wishing them well, and praying for them.

Has Jesus Christ Given Us Another Great Rule?

Jesus Christ has given us another great rule in these words: "If any man will come after Me, let him deny himself, and take up his cross daily, and follow Me" (Luke ix. 23).

How Are We to Deny Ourselves?

We are to deny ourselves by giving up our own will, and by going against our own humors, inclinations, and passions.

Why Are We Bound to Deny Ourselves?

We are bound to deny ourselves because our natural inclinations are prone to evil from our very childhood; and,

if not corrected by self-denial, they will certainly carry us to hell.

How Are We to Take Up Our Cross Daily?

We are to take up our cross daily by submitting daily with patience to the labors and sufferings of this short life, and by hearing them willingly for the love of God.

III

How Are We to Follow Our Blessed Lord?

We are to follow our blessed Lord by walking in His footsteps and imitating His virtues.

What Are the Principal Virtues We Are to Learn of Our Blessed Lord?

The principal virtues we are to learn of our blessed Lord are: meekness, humility, and obedience.

Which Are the Enemies We Must Fight Against All the Days of Our Life?

The enemies which we must fight against all the days of our life are: the devil, the world, and the flesh.

What Do You Mean by the Devil?

By the devil I mean Satan and all his wicked angels, who are ever seeking to draw us into sin, that we may be damned with them.

What Do You Mean by the World?

By the world I mean the false maxims of the world, and the society of those who love the vanities, riches, and pleasures of this world better than God.

Why Do You Number the Devil and the World Among the Enemies of the Soul?

I number the devil and the world among the enemies of the soul because they are always seeking by temptation, and by word or example, to carry us along with them in the broad road that leads to damnation.

What Do You Mean by the Flesh?

By the flesh, I mean our own corrupt inclinations and passions, which are the most dangerous of all our enemies.

What Must We Do to Hinder the Enemies of Our Soul from Drawing Us Into Sin?

To hinder the enemies of our soul from drawing us into sin, we must watch, pray, and fight against all their suggestions and temptations.

In the Warfare Against the Devil, the World, and the Flesh on Whom Must We Depend?

In the warfare against the devil, the world, and the flesh we must depend, not on ourselves, but on God only: "I can do all things in Him Who strengthened me" (Phil. iv. 13).

IV

The Christian's Daily Exercise

How Should You Begin the Day?

I should begin the day by making the Sign of the Cross as soon as I awake in the morning, and by saying some short prayer, such as: "O my God, I offer my heart and soul to Thee."

How Should You Rise in the Morning?

I should rise in the morning diligently, dress myself modestly, and then kneel down and say my morning prayers.

Should You Also Hear Mass if You Have Time and Opportunity?

I should also hear Mass if I have time and opportunity, for to hear Mass is by far the best and most profitable of all devotions.

Is It Useful to Make Daily Meditation?

It is useful to make daily meditation, for such was the practice of all the saints.

On What Ought We to Meditate?

We ought to meditate especially on the four last things, and the life and passion of our Blessed Lord.

Ought We Frequently to Read Good Books?

We ought frequently to read good books, such as the Holy Gospels, the Lives of the Saints, and other spiritual works,

which nourish our faith and piety, and arm us against the false maxims of the world.

And What Should You Do as to Your Eating, Drinking, Sleeping, and Amusements?

As to my eating, drinking, sleeping, and amusements, I should use all these things with moderation, and with a desire to please God.

Say the Grace Before Meals.

"Bless us, O Lord, and these Thy gifts, which we are going to receive from Thy bounty, through Christ our Lord. Amen."

Say Grace After Meals.

"We give Thee thanks, Almighty God, for all Thy benefits, Who livest and reignest, world without end. Amen. May the souls of the faithful departed, through the mercy of God, rest in peace. Amen."

How Should You Sanctify Your Ordinary Actions and Employments of the Day?

I should sanctify my ordinary actions and employments of the day by often raising up my heart to God whilst I am about them, and saying some short prayer to Him.

What Should You do When You Find Yourself Tempted to Sin?

When I find myself tempted to sin I should make the Sign of the Cross on my heart, and call on God as earnestly as I can, saying "Lord, save me, or I perish."

If You Have Fallen Into Sin, What Should You Do?

If I have fallen into sin, I should cast myself in spirit at the feet of Christ, and humbly beg His pardon by a sincere act of contrition.

When God Sends You Any Cross, or Sickness, or Pain, What Should You Say?

When God sends me any cross, or sickness, or pain, I should say, "Lord, Thy will be done; I take this for my sins."

What Little Indulged Prayers Would You do Well to Say Often to Yourself During the Day?

I should do well to say often to myself during the day such little indulged prayers as:

"Glory be to the Father, and to the Son, and to the Holy Ghost; as it was in the beginning, is now, and ever shall be, world without end. Amen."

"In all things may the most holy, the most just, and the most lovable will of God be done, praised, and exalted above all for ever."

"O Sacrament most holy, O Sacrament, Divine, all praise and all thanksgiving be every moment Thine."

"Praised be Jesus Christ, praised for evermore."

"My Jesus, mercy; Mary, help."

How Should You Finish the Day?

I should finish the day by kneeling down and saying my night prayers.

After Your Night Prayers What Should You Do?

After my night prayers I should observe due modesty in going to bed; occupy myself with the thoughts of death; and endeavor to compose myself to rest at the foot of the cross, and give my last thoughts to my crucified Savior.



The Test of Manhood

In the balanced scale of those things which go to make up nation's life, we find that virtue is always indispensable; whereas knowledge is merely useful. No man is a great man unless he is also a good man, and good men can make a great and noble nation, even if they be uneducated, for a nation takes its rank from the virtue of its citizens more than from their knowledge. If we thumb over the pages of history, we see that the decline and fall of nations and dynasties was accomplished not by illiteracy, not by lack of education, but by a lack of virtue, by a lack of piety, by a dearth of saintly character, by a lack of holy men and women, educated in the fear and love of God. — *The Southwest Courier*.

The Unit Plan of Teaching

Sister M. Aquina, O.S.U., M.A.

Editor's Note. This is one of a series of papers we are publishing, as opportunity presents itself, describing the principal methods used in contemporary education by persons who thoroughly believe in them. A paper has appeared on the Dalton plan and one on the Winnetka technique. This paper summarizes the fundamental principles underlying the Morrison unit plan and illustrates the plan from the course of study of the Louisville diocese. The article is suggestive both in correcting some current practices and proposing new procedures. Rev. F. N. Pitt, superintendent of schools of the Louisville diocese, is sponsoring several scientific studies at the present time and has established a tentative course of study along very progressive lines.

IN the newer conceptions of education there are marked trends toward the organization of subject matter in larger divisions, a substitution of integrated learning experiences for the scrappiness and haphazard overlapping of the traditional curriculum. In all the plans of this type, i.e., the "unifusion," the "contract," the "Dalton," and the "unit," there is one basic element common to all; namely, the psychological integration of items, a result of rigid selection of subject matter.

The explanation of one of these plans, the organization in the form of units is the purpose of this article. At the present time there are a number of conceptions of a unit. They are:

A unit is one of many problems into which the work of a subject is subdivided.

A unit is a complete experience engaged in for the accomplishment of something useful.

A unit is a subdivision of some subject with some particular understanding as the core thought for the mastery of which minimal essentials are planned.

A unit is a large division of work based on a center of interest, such as *communication*.

A unit is a logical subdivision of some subject.

The third conception listed is Morrison's, whose more broadly defined term is, "A unit is a comprehensive and significant aspect of some field of knowledge that, when mastered, proves an adaptive step in the adjustment of the individual."¹

It is in accordance with the interpretation of the unitary principle as set forth by Morrison that the Course in United States History for the Seventh and Eighth Grades of the Louisville Diocesan Schools has been planned. History more than any other subject makes the rigid selection of material imperative. This is true owing to the vastness of the field. Many systems are still following the encyclopedic principle of selection; namely, a selection of subject matter for its informational value and a presentation of it for memorization. The vast storehouse of history with its mass of indigestible facts has not been mastered by our pupils for the simple reason that the encyclopedic

principle of organization supplies reference material and not instructional procedures or techniques. Its chief weakness is the emphasis on memorization of isolated facts, a stuffing process with practically no provision for revealing significant relationships, challenging reflective thinking and applying previous learnings.

Fundamentally different from the encyclopedic principle is the unitary organization whose chief purpose or goal is rationalization or understanding. Only those persons, places, episodes, dates, etc., are used that serve to illuminate and explain the unit objective. Constructive thinking, not verbal memorization or facts for facts sake, is stressed.

The outstanding movements of history, the principles and motives which dominated the movements, the effects produced on subsequent events and trends in history are the elements that constitute a unit.

The units comprised in the course adopted in the Louisville diocesan schools consist of those movements most significant in explaining how the United States became what it is today. One of the best units of the course is "How We Secured Our National Government." The aspects of the unit appear immediately below the title of the unit. By "aspects" are meant the mental steps through which a pupil must travel in order to arrive at the learning objective.

How We Secured Our National Government

1. Four New England colonies formed a confederation for mutual safety and welfare.
2. Americans learned to act together during the intercolonial wars.
3. Difficulties with the mother country made the colonists feel the need of acting together.
4. The troubles of the Americans under the Articles of Confederation showed them the need for a stronger union.
5. The value of united action was seen by the colonists in the Mount Vernon Conference and the Annapolis Convention.
6. Delegates met in Philadelphia and framed the Constitution of the United States.
7. A terrific struggle preceded the ratification of our Federal Constitution.
8. Our National Government was established by the election of a President and Congress and the establishment of a court system.

The accompanying diagram may clarify to some extent the Unit Organization for those unacquainted with it and, in addition, may show the possibilities of this procedure.

¹Henry C. Morrison, *The Practice of Teaching in the Secondary School*, p. 177. Chicago: University of Chicago Press, (1926).

Teaching Procedure for the Unitary Organization

In the encyclopedic organization the teaching procedure employed is the recitation, since this technique brings out the learning outcomes sought; i.e., memorization of facts, a cover-the-ground idea, thought *products* and not thought *processes*. The exit of the recitation from a major to a minor place in education will soon be followed by the principle that called it into use.

The learning outcome sought in the unitary organization is rationalization or understanding and the technique of instruction planned to accomplish this end best is the learning cycle as follows: teach, test, diagnose, modify, teach again. This, according to Morrison, is the "mastery formula." His teaching cycle for *science* units is an outline related to the Herbartian formula. It differs in that it is influenced by and incorporates the best of the modern theories in learning and teaching, pretest, diagnostic, and remedial procedures, follow-up work, rich and regular supervised study periods, adaptation to individual differences.

The five steps, exploration, presentation, assimilation, organization, recitation, are clearly defined by the author.² A digest follows:

I. *Exploration*. The teacher endeavors to ascertain what is the present experiential background of the pupil as it is related to the new unit. If possible a pretest is given of the objective type. The teacher charts results to see what the class is weakest in, what aspects of the unit give most difficulty. Test may be oral or written; preferably written for clearly obvious reasons.

II. *Presentation*. The teacher develops graphically in a presentation speech the major essentials which the unit implies. The presentation indicates to the pupils the routes they are to travel. The pupils write a presentation paper which should indicate a knowledge of the plan to be followed and an understanding of the unit.

III. *Assimilation*. Supervised study period. The classroom is turned into a study room. The teacher hands out guide sheets, indicating plan of work. This may consist of reading alone, working problems, problem-project, study exercises, etc. The aim of the teacher is to secure the correct learning product from her pupils. They must "master." When mastery is evident, when materials have been assimilated, as conferences and various types of tests have shown, the pupils are ready for the organization step.

IV. *Organization*. Essentially a pupil activity. Without books, notes, guides or any help whatsoever he organizes the unit in the form of an analytical outline. The sentence outline is the best form, for in the topical outline, it is difficult to ascertain if pupils have complete understanding. Obviously such a procedure is not for information or memorization but for understanding of big trends, movements, etc.

V. *Recitation*. Pupil activities directed by the

teacher. Three types: (1) Presentation of floor talks, (2) Preparation of recitation papers, (3) General class discussion. Whatever the type or combination of types selected, they must give evidence of a comprehensive understanding of the entire unit.

It is readily seen that three phases are involved in the foregoing procedure or science circle: stimulus, assimilation, reaction.

Exploration	{	Stimuli
Presentation		
Assimilation	{	Assimilation
Organization		
Recitation	{	Reaction

The "mastery formula" does not designate a mastery of subject matter, but the using of assimilative material with which to arrive at understanding, appreciations, and abilities. The storing up of great funds of information, Morrison has labeled "lesson learning." The cover-the-ground or encyclopedic principle is administered by means of the "lesson performance" or "lesson learning" procedure. The outcomes of such learning are stated in terms of facts remembered, questions answered, problems worked, books read, or courses followed. They are the end and not the means. In the unitary organization such materials and exercises are important not of themselves alone but rather as a means to an end, the end being an understanding of the unit, the unit learnings.

In explaining the unitary organization and focusing attention on its outcome, rationalization versus memorization or learning as the acquisition of modes of response, the conclusion should not be drawn that the development of the memory is of no consequence. Much school learning involves memorization of arbitrary associations. Such material demands it, but when it is applied to material that demands other treatment, then it is educationally detrimental. Applying the wrong type of technique for the achievement of a given learning checks educational progress.

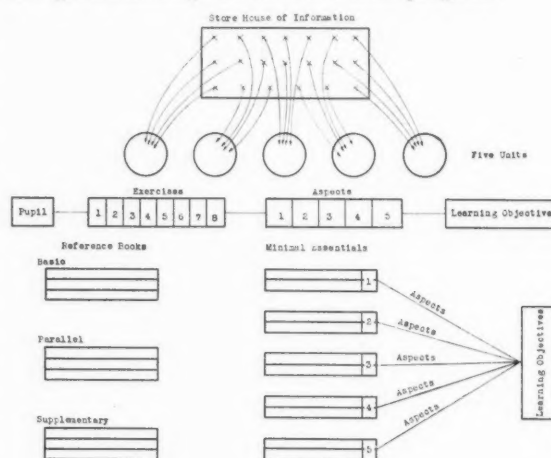


DIAGRAM OF THE UNIT SYSTEM

²Ibid., Chaps. XIV-XVII.

The following unit, "How We Became Americans" is the first on the schedule of units for the seventh grade of the Louisville diocesan schools. If requested, a description in greater detail of the methods employed in teaching this unit will be given in a supplementary article.

Why We Became Americans Exploratory Questioning

If you were asked to discuss the explorers of today, what men would you name? Why did Byrd go to the South Pole? Discuss his experiences as newspaper articles and the movie record gave them. Why did he come back?

Have explorers always come back to the home land? Are explorers and settlers always the same? You ought to be well acquainted with settlers because your own country would today be peopled with Indians had not men been interested in coming to America. Perhaps you know why they came. There were many groups and each had a purpose. Later, instead of great groups coming to found settlements, smaller groups came to live in the old settlements. But these people were called settlers too. Did any of you come from Europe? Did your grandfathers?

Today, we are going to see just how much of this immigration question we really understand. I shall give you a test to determine how much you know about this new subject. If you are thoroughly well acquainted with it, we shall not study it further. Otherwise, you will probably want to know more about it. I. Put a check beside each sentence which tells you why Europeans came to America.

1. They liked the idea of visiting a new country.
2. The travels and writings of men like Marco Polo had aroused interest in trade with new lands.
3. Some Europeans wished to find a place where they might worship as they pleased.
4. There were many different countries in Europe.
5. Many Europeans felt they wanted an opportunity to earn a better living under conditions which were not so difficult as those in Europe.
6. Many men desired to obtain wealth by trading the riches of the East.

II. Underscore the word or phrase which makes each sentence true.

1. Marco Polo's journey led him across South America — Asia — North America.
2. Polo made his journeys before — after — Columbus's voyage to North America.
3. Marco Polo's writings are of little — great — value to students today.
4. Columbus was interested in finding a new continent — discovering a new route to India.
5. Columbus was successful — unsuccessful — in the work he set out to accomplish.
6. Henry Hudson set out to discover a new land — to find a route to the East.
7. The Pilgrims — Dutch — came to America to avoid religious oppression in Europe.
8. The Massachusetts — Maryland — colony was the more broad-minded about accepting new members of other faiths.
9. The laws concerning imprisonment for debt in England — France — gave James Oglethorpe the idea of founding the Georgia Colony.

III. Complete each of the following sentences with a word or words which make the sentence true.

1. The ——— who settled in the West Indies and Mexico were most anxious to find riches in the form of gold and silver.
2. The people of ——— had been punished in England because of their religious beliefs. They came to America to find a place where they might find ——— freedom.
3. Lord Baltimore felt that ——— religions should be allowed to ——— in his colony though he was a ——— and wished an opportunity to worship as he pleased.
4. A country which sent out its people to trade with the Indians was ———.
5. The colonies which desired religious freedom for themselves were not always ——— to be tolerant of others' ideas.

IV. Select the phrase which makes each sentence true.

1. William Penn founded a colony which had as its great motive religious tolerance — gaining of wealth.
2. The Rhode Island — Massachusetts Bay — Colony was the more tolerant of the two.
3. The Jamestown Colony was most interested in gaining wealth — gaining religious freedom.
4. More people came to America from England — Germany.
5. The Scotch-Irish were not — were anxious to come to America.

V.* Put a check mark beside each sentence which tells you why the people of Jamestown were not successful colonists in the new world.

1. They were English.
2. Many of them were not accustomed to the hardships of pioneer life.
3. They considered themselves "gentlemen" and objected to working and to obeying the commands of others.
4. Disease lessened the working ability of the people.
5. They came to America for wealth, not work.
6. They settled in Virginia.

VI.* Negroes were brought to the colonies for several reasons. Complete the blanks in these sentences in order to find out why they came.

1. The ——— climate of the ——— colonies made it ——— for white men to work for any great ——— of time.
2. There was much ——— work to be done and the ——— could be ——— to perform it.
3. This new labor was ——— and could be obtained easily.
4. The negro could endure the long ——— and the ——— heat because he came from a ——— area.

VII.* Put a T beside each true sentence.

1. The Maryland Colony was more successful than Jamestown because there were more real laborers in the group.
2. Religious freedom in Maryland was greater than in Massachusetts.
3. The Carolina settlers were English.
4. Imprisonment for debt in England led many men to come to the Georgia Colony.
5. The Pennsylvania Colony was less successful than the Massachusetts Colony because Penn mistreated the Indians.
6. Roger Williams founded his colony because he was too narrow-minded to remain in Massachusetts Bay.
7. Dutch settlements in the New World were the result of the work of the Dutch East India Company at New York.
8. The country which had the largest representation of people in the New World was France.

VIII. Draw a rough sketch map of the Atlantic coast of the United States and print in the location of these people: Dutch, Swedes, English, Negroes.

IX. Check with an X those of the following ten sentences which are true:

1. About 1790 at least 90 per cent of all American citizens were English or of British descent.
2. Europeans came to America in larger numbers before 1825 than after 1825.
3. The opening up of the Middle West discouraged European emigration.
4. Not more than 5 per cent of immigrant population has come from Asia.
5. From 1820 to 1920 more people came from southern Europe.
6. Teutons, Anglo-Saxons, and Nordics came from Northern Europe.
7. Canada has sent us more immigrants than southeastern Europe.
8. After 1890 most immigrants came from southern and eastern Europe.
9. The Germans came in large numbers after 1870.
10. During many decades in American history European emigration ceased.

X. Each of these sentences tells you why a group of people came from Europe. Write in the blank the name of the group of people described.

1. The _____ came because famine destroyed their crops and there was a demand for workers in America.
2. These _____ revolted against their ruler who would not permit them to have a part in the government and had to leave their homes when the revolt failed.
3. These people, the _____ arrived after 1870. They had heard of our excellent farm land and wanted an opportunity to work at the same occupation they had followed at home.
4. The rapid development of many of our industries demanded workers who would not require large wages. These people of _____ found work hard to obtain in the home land and living conditions so poor that they were willing to come here.
5. Trade increased and brought the _____ to America. They had always been engaged in buying and selling goods and felt they could be successful in America.
6. These _____ people have been in America for three hundred years. Their work has been largely of the simple hand type and they are employed in large numbers in farming of the plantation type.

XI. Select from this list and underscore the names of those people who were American immigrants.

- | | |
|----------------------|------------------------|
| 1. George Washington | 6. Carl Schurz |
| 2. Mary Antin | 7. Calvin Coolidge |
| 3. Edward Bok | 8. Eli Whitney |
| 4. Abraham Lincoln | 9. Edward Steiner |
| 5. Michael Pupin | 10. Theodore Roosevelt |

XII. Fill in the blanks in these sentences.

1. Every person in America before 1600 belonged to _____ race.
2. In 1920, more than 90 per cent of the people of the United States were made up of people from _____.
3. In 1920 one ninth of the people in the United States was _____.
4. The majority of people in this community is _____.
5. The State of Kentucky has a very _____ foreign population.
6. The foreign population of Kentucky is confined largely to the _____.

NOTE. Those numbers starred may be omitted and used for the assimilation test.

Presentation Outline

I. Modern explorers possess advantages unknown to explorers who lived at the time of Columbus. (Polo's experiences versus Commander Byrd.)

II. The effect of Polo's book and stories upon trade with the East.

III. The need for scientific study as a preparation for further exploration. (1) The closing of known trade routes. (2) Prince Henry the Navigator. (3) Columbus.

IV. A series of motives led men to come to America. (1) Conditions in Europe. (2) Beliefs and attitudes of the groups who came. (3) English preponderance.

V. The character of American immigration changed after 1790

- | | | |
|---------------|---|---|
| 1. 1790-1890 | } | Changes in political and industrial conditions. |
| 2. After 1890 | | |

VI. Conditions in America must dominate further foreign immigration.

NOTE TO THE TEACHER. The presentation speech for the teacher is merely an illustration, how the aspects of the Unit may be covered. If the teacher wishes, she may use the presentation outline and use her own ideas.

Presentation Speech

Yesterday, you knew a great deal about the men who recently came back from the South Pole. You really had excellent information. Can you suggest why? Of course. You read magazines, newspapers, and stories. You have many means of obtaining knowledge about the world in which you live. You were quite well acquainted with this land to which Byrd took his men even before he went there. You had heard Byrd himself tell what difficulties he expected to find. You knew, moreover, that you would be able to keep in touch with these men during their entire stay in the Antarctic. Modern children, in fact, have an unusual advantage in studying modern history because science aids them in so many ways.

I want you to pretend today to go back with me to Europe at the time when Marco Polo lived. Do you suppose the boys who were his companions knew what he was doing while he was away? Could they receive letters from him in a few days' time? Could they telegraph or telephone him to come home because they needed him to play on a school team? Indeed not. They couldn't watch the newspapers, either, for reports of his journey. Nor were there any railroad time-tables to tell just when his train might come in. None of these things we consider so necessary could be used to help Marco's friends keep in touch with him.

And how, you will ask, do we know of his travels into the land of the Khan and of the various honors bestowed upon him in China? There were ways of keeping records once the men had returned to Venice. In those days, people told stories of their adventures to their friends, and so marvelous were these that people wanted to hear them again and again. They had never been in China; all of the experiences of Marco aroused their enthusiasm and interest. But, by this time, Marco was in prison. He had no typewriter to help him write his stories quickly. And perhaps Marco, like many an adventurer, considered writing every one of those dazzling stories by hand as foolish. Perhaps, indeed, he had neglected learning to write while he was so busy with his adventures in China. At any rate, he finally persuaded a patient fellow prisoner to write out these glorious adventures for him.

It is true that these stories mentioned strange things — coal which was not known in Europe; gems which had not as yet been seen; huge snakes as large as a barrel — alligators we think, now. Yet, today, we have dozens of books published every year. And, no one of them seems to have created the excitement this one volume did. People who could read devoured them; many copies of the book were made. Such fascinating new things were mentioned that people wanted to go to China to see all these wonders. They desired the riches. Polo, in fact, had aroused so much enthusiasm that all Europe seemed filled with the idea that China was a mine from which all must dig riches of untold value. I rather like to think of Marco Polo as an advertiser. Do you know how tempting the "ad" pages in magazines look, and have you ever felt that you just *must* have something which the magazines advertised? Polo advertised — perhaps without knowing — the great land of China where "spices and jewels and wealth" abounded.

LeGalliene speaks of the Caravan from China:

"A caravan from China comes
For miles it sweetens all the air
Attar and myrrh and dreamy gums
A caravan from China comes."

All this and more Polo's advertisement stated and people wanted to buy China.

If we are so easily influenced by advertisements when we see so many, think how much more people of that time must have been interested. They had few books and little knowledge of the world. They had no background, in fact, for judging the worth of what they heard. And so Europe wanted to go to China.

You are, of course, familiar with the fact that time increased the interest of Europe in the East. The Crusaders brought back more stories and actual articles purchased or captured in the East. Since they came from all parts of Europe they were able to circulate their information even farther. And people in Europe became so anxious to buy these rare luxuries of the east that trade developed — a trade which was great and profitable as well as dangerous. Sometimes as many as three hundred camels made the journey across Asia Minor and the desert wastes of Arabia to India or even China. The traders often were away from home for several years and many were killed by the robbers who sought to intercept these traders and capture their expensive goods. But, the profits were large and the dangers but attracted the venturesome.

Soon Venice and Genoa were leaders. Other nations envied them for their success. Every nation wished to share, particularly Spain and Portugal. Turkey, however, saw no reason why she should be used as a high-way without being paid for the privilege. In time, she closed the way to the east. Now Europe had to find another way to reach the source of luxuries now so definitely demanded by her.

You are acquainted with the work Prince Henry

did in his school for navigators. He realized that men needed to be taught the science of navigation — the known facts about the world — if they were to seek intelligently new routes to the East. His work was invaluable; yet, his real purpose was not accomplished. He had instilled his ideas into Columbus's thinking, yet Columbus did not find the routes to the East. Instead, a new country was discovered. It was not China. It differed in many respects. The riches and the jewels were not there. Gold was not abundant. Europe had found new land but its products were not in so great demand as had been those of China.

However, after a short time men became interested in going to America, too. Conditions in Europe led them to leave the mother country. Religious persecution, weak but tyrannical government, desire for wealth, anxiety to improve living conditions, all were motives which led men to come to the New World. And each of these groups brought its beliefs to the New World and continued to make them the accepted ideas for their individual colonies. The English came in largest numbers. You have information, yourself, concerning many of them, as the Puritans, the Virginians, the Catholics of Maryland, and the Quakers of Pennsylvania. These groups established settlements in the New World, and paved the way for future growth and development.

For a time these groups were busy working out their own problems. Later they felt a need for uniting and for securing their freedom. Naturally the war of independence tended to check immigration. However, after 1790 immigration again began. Now, it was not limited to the English. Several groups migrated from Europe between 1790 and 1890. These were the Irish, the Germans, and the Scandinavians. Each had a definite reason for leaving Europe. All felt they could find homes and a living in America because at this time there was an abundance of free land which could easily be secured. These people, in other words, sought to better their living conditions in the new world.

While those people were coming to America, a revolution of a type quite different from our American one was being felt. The Industrial Revolution had brought many changes to northern Europe, particularly. It had aroused much interest in the development of manufacturing and trade. Naturally, Germany, France and England could now employ many people in the factories and in transporting finished goods. The result was that emigration from northern Europe decreased decidedly. In America, the rapid invention of all types of machinery brought demand for a different type of labor. So simple was the manipulation of many of the machines that skilled labor was not required. We needed cheaper labor. Furthermore, railroads were being built to carry the goods; and this building required rather cheap, unskilled labor, too.

The result was that European immigrants now came from another section of Europe. These less skilled people came from crowded Italy and the Slavic coun-

tries of southern Europe. The many civil wars of Europe about 1870 had not succeeded in bettering conditions there as they had in northern Europe. Rather, the great improvements made in northern European countries had served to make these Slavic groups feel dissatisfied. They were quite willing, therefore, to leave their European homes to seek work in the new land.

The world war opened our eyes to several amazing facts. We in America had been too hospitable. We had admitted too many people to our country. Furthermore, many of these were undesirable. They were weak in physical and mental make-up. In some cases, they were morally weak, too. They lacked education. They were even of races which we felt it not wise to have here in large numbers. Much of our best farm land, moreover, was occupied. There was little free land remaining. Yet, we had shared without considering the future. Some people did not wish to see us become a "Mother Hubbard" without resources in our cupboard. Therefore, we have taken steps recently to regulate the migration of Europeans to America. We have decided to be more careful in our selection of new citizens. In other words, America is no longer to be the "open door" for all who wish to seek freedom.

Learning Objective

Our present population of many races and nationalities is an outgrowth of a series of migrations from the "Old World" and has obtained its civilization from the social, political, and industrial changes arising therefrom.

Aspects of the Unit

1. Why people came:

A series of motives led men to come to America: conditions in Europe; beliefs and attitudes of the groups who came; English preponderance.

2. Kinds of people who came:

Before 1880 people from northwestern Europe, England, Scandinavia, Germany. After 1880, eastern countries, ancient Austria, Czechoslovakia, etc. Practically all nations have been represented since 1880. America is the melting pot.

3. Considerations of present population of our city; of the counties of our state.

Minimal Essentials

1. Why white people first came to America: commerce, Marco Polo, Christopher Columbus, Henry Hudson: religion, Pilgrims; oppression, James Oglethorpe and Georgia.

2. Kinds of people who came: the settlers at Jamestown; the bringing of the negroes; the colonists of Massachusetts; the different nationalities in South Carolina, Delaware, New York, Pennsylvania, Maryland. The chief nationality in the colonies.

3. Migrations from Europe since the American Revolution; incomers from northwestern Europe to 1880; Carl Schurz, Edward Bok; incomers from

southeastern Europe since 1880; Mary Antin, Michael Pupin, Edward Steiner.

4. Our present population: this class.

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 Burnham, *Our Beginning in Europe and America*, 208-218, 291-294.
 Gordy, *Stories of Early American History*, 1-14, 93-94, 136-139.
 Gordy, *Leaders in Making America*, 1-4, 59-60, 52-54.
 McCarthy, *History of the United States*, 5, 10, 23-26, 86, 64, 115-116.
 Furlong, *America*, 14, 15, 23, 24, 25, 29, 30, 139.

Kinds of People Who Came

- Celeste, Sister, *American History*, 56-61, 76-79, 172, 219, 78, 98-99, 78-98.
 Gordy, *History of the United States*, 41-43, 59, 62-64, 52, 77-82, 74-75.
 Tryon and Lingley, *The American People and Nation*, 50-51, 52, 130, 65-66, 82-83, 56, 80, 79, 88-90.
 West and West, *Our Country*, 66-67, 51-56, 77-80, 104-107.
 Burnham, *The Making of Our Country*, 20-22, 76, 337, 547-48, 26-27.
 Bourne and Benton, *History of the United States*, 23, 26-28, 32, 66-69, 44, 48, 78-80, 82, 73-76.
 Elson, *United States, Its Past and Present*, 37-38, 40, 53-57, 45-46, 63-75.
 McCarthy, *History of the United States*, 55-63, 69-73, 79, 83, 113, 115, 92-95, 96-99, 101, 102.
 Furlong, *America*, 62, 87, 76, 108, 97, 72, 104.
 Kennedy, Sister Mary Joseph, *The United States*, 108, 109, 110, 111, 118, 137, 138, 87, 88, 180, 54, 58, 87, 88, 180, 178, 181, 132, 134, 178, 182, 183.
 Halleck, *History of Our Country*, 15-16, 19, 22, 25, 28, 108-124, 64-76, 104-106.
 Robbins, *School History of the American People*, 29-32, 36-37, 44-46, 24-26, 49-51.
 Haworth and Garner, *Our Country's History*, 38-39, 43, 50-52, 70-71, 65, 79-81, 63-65.
 Nida, *Following Columbus*, 160-161, 194, 204-218, 225-236.
 Burton, *Builders of Our Nation*, 129-140.
 Evans, *America First*, 63-67.
 Vollintine, *The Making of America*, 42-48, 133.
 Eggleston, *Our First Century*, 37-40, 78, 101-105, 115-138.
 Manion, *Catholics in Our Country's Story*.

Migration from Europe Since the American Revolution

- Gordy, *History of the United States*, 305-307, 385-388, 394-398, 537.
 Tryon and Lingley, *The American People and Nation*, 469, 419-420, 496-497, 649, 305-307.
 West and West, *Our Country*, 422-427, 131, 143-144.

Burnham, *The Making of Our Country*, 384, 544-547, 549-551.
 Bourne and Benton, *History of the United States*, 271, 330-331, 386, 425-426, 458-459.
 Elson, *United States, Its Past and Present*, 312-313, 373, 460, 545-547.
 Robbins, *School History of the American People*, 385-386, 452.
 Haworth and Garner, *Our Country's History*, 350-351, 481-482, 560-63.
 Hill, *Community Life and Civic Problems*, 170, 145-158.
 Vollintine, *The Making of America*, 93-98, 170-186.
 Husband, *Americans by Adoption*, 56-73, 140-153.
 Ross, *The Old World in the New*, Chapters 1-9.
 Orth, *Our Foreigners*.
 Beard, *Our Foreign-Born Citizens*, 58-72, 202-207, 235-252.
 Celeste, Sister, *American History*, 564-567.
 Kennedy, Sister Mary Joseph, *The United States*, 343, 399, 499, 593, 597.
 McCarthy, *History of the United States*, 118, 345-419, 481.
 Furlong, *America*, 385, 494, 604.
 Fish, *History of America*, 428, 466, 19-26, 313.
 Manion, *Catholics in Our Country's Story*.

Study Directions

I. How Europe contributed to the building up of America's population:

Many nations contributed to our present population. Indeed, if you wish to get a real understanding of the American of today, you must trace the story of the first peoples who made permanent settlements in America. As you read the references listed, keep in mind these ideas: (1) The men who came; nations they represented. (2) Why each group came. (3) Success they met in the New World.

References

Gordy, *History of the United States*, 5-6, 8-11, 71, 52-56, 42-53, 59, 62-64, 52, 77-82, 74-75, 305-307, 385-388, 394-398, 537.
 Tryon and Lingley, *The American People and the Nation*, 13, 20-22, 47-49, 57, 50-52, 65-66, 76, 79-83, 88-90, 419-420, 305-307, 649, 496-498.
 Elson, *United States, Its Past and Present*, 4-5, 8-11, 46-50, 64, 37-38, 45, 46, 63-75, 312-313, 373, 460, 545-547.
 Burnham, *Our Beginnings in Europe and America*, 1-4, 52-54, 59-60, 40-48, 83-89, 95-100.
 Vollintine, *The Making of America*, 93-98, 42-48, 170-186, 133.
 Burton, *Builders of Our Nation*, 129-140.
 Haworth and Garner, *Our Country's History*, 1, 46-47, 62-63, 96-97, 38-39, 43, 50-52, 65, 70-71, 79-81, 350-351, 481-482, 560-563.
 Beard and Bagley, *History of the American People*, 62-64, 66-67, 69-79.
 Barker, Dodd, Webb, *The Growth of a Nation*, 76-79, 82-87, 91-93, 95-101.
 Vollintine, *The American People and their Old World Ancestors*, 451-457, 458-460, 468-475.
 Furlong, *America*, 61-67, 72-78, 81-92, 96-99.
 West and West, *The Story of Our Country*, 51-54, 69-73, 77-82, 82-86.
 Kelty, *The Beginnings of the American People and Nation*, 173-182, 185-200, 227-231, 235-238, 240-241, 261-272, 277-284, 309-318, 319-325.
 Kennedy, Sister M. Joseph, *The United States*, 80-81, 87-88, 90-95, 100-104, 111, 113-117.
 Tryon and Lingley, *The American People and the Nation*, 50-53, 69-72, 76-80.
 McCarthy, 5, 10-23, 6, 86, 64, 115-116.

II. Now that you have read to gain this information, try tabulating it so that you will have it in simple form for needed reference. An outline might help if you cannot make a simple table.

References

Kelty, *Beginnings of American People and Nation*, 185-187, 156, 126, 100-101.

West and West, *Story of Our Country*, 61-67.
 Tryon and Lingley, *The American People and the Nation*, 47-48.
 Celeste, Sister, *American History*, 79-80, 125-127.
 Manion, *Catholics in Our Country's Story*.

III. Certain men were the leaders who aroused enthusiasm for making the trip to America. Use several references to give you a complete understanding of the ways in which you feel Polo, Columbus, and Henry the Navigator induced men to become interested in the New World. Plan how you would prove to a classmate that one of these men had a greater influence than either of the other two.

References

Marco Polo, Columbus, Henry the Navigator.
 Halsey, *Great Epochs in American History II*, 204-208.
 Burnham, *Our Beginnings in Europe and America*, 214-217, 227-230.
 Southworth, *Builders of Our Nation, Book I*, 123-129.
 Barker, Dodd, and Webb, *The Growth of a Nation*, 29-32, 14-15, 99.
 Furlong, *America*, 15-16.
 Vollintine, *American People and their Old World Ancestors*, 297-301, 321-328, 335-350.
 Kelty, *Beginnings of the American People and Nation*, 39-46, 59-71, 75-88.
 Rug, *Changing Civilizations in a Modern World*, 40-45.
 McCarthy, *History of the United States*, 5-10, 23.

IV. Our next piece of work will be to examine in greater detail the efforts certain men made to found colonies. These suggestions and questions should help you read with a definite purpose in mind.

a) Prepare a diary which might have been kept by one of James Oglethorpe's men.

b) Explain why men today consider Oglethorpe's work of great importance.

c) Suggest and list reasons for the difficulties of the Jamestown Colony.

d) Lord Baltimore and William Penn were more tolerant than the people of the Massachusetts Bay Colony. State your reasons for agreeing or disagreeing.

e) Account for the differences in the problems met by the Dutch and the Carolinians.

References

Kelty, *Beginnings of the American People and Nation*, 189-200, 207-209, 230-237, 240-243, 248-252, 281-284, 309-310, 314-317, 319-322, 323.
 Vollintine, *American People and their Old World Ancestors*, 458-461.
 Furlong, *America*, 65-75, 77-78, 88-89, 91-97, 97-99, 105-107.
 West and West, *Story of Our Country*, 93-94, 84-86, 72-74.

By this time you should have quite definite ideas about the types of people who came to the New World. Choose what you consider as the most interesting example of each of the following and make a movie showing how they succeeded in establishing their colony: (1) Religious freedom. (2) Trade. (3) For wealth.

V. Some of these words describe the people who came to America. Underscore those which you think describe them:

Gentlemen; thieves; traders; ruffians; farmers; religious; clowns; planters; tolerant; debtors; slaves.

a) Now, give the name of a colony which best represents the types of men you chose. List these colonies with the words.

b) You must not forget that men of many different types were to be found in each colony or even town. Yet, certain colonies are recognized by the type of man who went to the colony first.

VI. Now draw your conclusion as to the type of people who would have been your neighbors if you had lived in the American colonies. List these conclusions here:

VII. Conditions in Europe led people from many nations to leave their homes and come to America between 1790 and 1890.

a) Read to find out just why each of the following groups came: Irish, Germans, Scandinavians, English. Try to find at the library, additional reference material concerning conditions in Europe. List here any books you consider satisfactory, being sure to give title and author.

References

- Manion, *Catholics In Our Country's Story*.
 Rugg, *An Introduction to American Civilization*, 350-354, 354-361.
 West and West, *Story of Our Country*, 61-62, 100-101, 143-144, 237-238, 312-355, 422-423, 424-425.
 Robbins, *School History of American People*, 285-286.
 Furlong, *America*, 385.
 Beard and Bagley, *History of the American People*, 342-344, 522, 88, 342, 343, 346, 522, 523, 343, 495.
 Rugg, *Changing Civilizations in a Modern World*, 56-68, 74-76, 93-94, 167-175, 218-221, 222-224.
 McCarthy, *History of the United States*, 118, 302.

b) There must have been conditions here in America which induced men to leave their homes. List some conditions in America which might have persuaded you to leave Europe had you been living there.

References

- Beard and Bagley, *History of the American People*, 224-231, 233-234, 259-260, 142-145.
 Halleck, *History of Our Country*, 234-235.
 Tryon and Lingley, *American People and the Nation*, 419, 420, 497.
 Kennedy, *The United States*, 343, 349.

VIII. One student of immigration sees a great change in the character of immigration after 1890. You will need to investigate three sets of evidence if you really want to know why there was a change.

a) Read to find out what changes had occurred in Germany, France, and England which made men willing to stay in Europe.

References

- Rugg, *Changing Civilization in a Modern World*, 224-226, 230-234, 182-186, 240-243, 279-280, 291, 292, 298-302.

b) Now investigate conditions in Italy, the Balkans, Russia, and Poland which made these people decide to migrate to America. Other references which will help you are:

References

- Beard and Bagley, *History of the American People*, 523-524, 579, 529-531, 679.
 Furlong, *America*, 594.
 Robbins, *School History of the United States*, 288, 452, 454.
 Rugg, *Introduction to American Civilization*, 59-66, 361-370.
 Antin, Mary, *The Promised Land*, (skim over).
 Beard, Annie, *Our Foreign-Born Citizens*, (select from this stories of immigrants in whom you are interested).
 Bok, Edward, *The Americanization of Edward Bok*.

CHRISTMAS EVERYWHERE

Everywhere, everywhere, Christmas tonight!
 Christmas in lands of the fir tree and pine,
 Christmas in lands of the palm tree and vine,
 Christmas where snow peaks stand solemn and white,
 Christmas where cornfields stand sunny and bright.
 Christmas where children are hopeful and gay,
 Christmas where men are patient and gray,
 Christmas where peace, like a dove in his flight,
 Broods o'er brave men in the thick of the fight;
 Everywhere, everywhere, Christmas tonight!
 For the Christ-child who comes is the Master of all;
 No palace too great, no cottage too small.

—Phillips Brooks

Hill, Howard C., *Community Life and Civic Problems*, Chapter VI.

Steiner, Edward, *From Alien to Citizen*, (skim for interest).

c) Conditions in the United States had changed, too. List changes which were really invitations to the men of southern and southeastern Europe.

IX. If you are interested in doing an original piece of work, you might investigate the square on which you live. Find out what families had grandparents or parents who came from Europe. Now, make a diagram of the square using a block for each house. Use colored crayons to show immigrant families and also show by using colors, the countries represented. Note the differences between your square and information given about percentage of foreign population in your school, city, state, and in the United States. If possible, make a bar graph showing how these vary. Of course, you will use fractions of the entire population in each case. Attempt to explain in the variation.

X. The world war made the United States realize we must check immigration both in numbers and in people admitted. Suggest, after reading, reasons why the United States had to adopt a new policy. Consider yourself an Italian; list reasons why you do not approve of America's new immigration policy.

References

- Barker, Dodd, Webb, *Growth of the Nation*, 667-672.
 Furlong, *America*, 494.
 West and West, *Story of Our Country*, 425-427.
 Robbins, *School History of the American People*, 454-455, 539.
 Tryon and Lingley, *American People and the Nation*, 499.
 Kennedy, *United States History*, 499, 593, 597.

XI. Perhaps you would like to test yourself before outlining your work. Try these questions to help you see just where you have failed to work out the suggestions given for directing your study.

(Use extra questions omitted from first test and add others.)

WHAT IS A SAINT?

A saint is a soul, whose understanding of God is so clear, that it immediately begins to strip off the things that prevent intimate communion with God.

When the greatest adventure of life lifts the curtain that separates time from eternity, there will be found multitudes of saints in the most unsuspected people who patiently go about the daily tasks that God has assigned to them. — J. M. Robb.

Extracurricular Reading

Sister M. Josephine, O.S.U.

Editor's Note. Here is a suggestive and practical scheme of supplementary reading of worth-while books — books of power as well as books of information. The scheme is very deftly and intelligently managed. But why call it "enforced reading"? Such a supplementary list could be used by every subject teacher, if the list were well chosen and the teacher gently stimulating.

WHEN a high-school girl insists that she has looked up all the mythological allusions in her Latin, has done all her history references, has read the scientific article in the latest magazine, has written her English theme, and that she is going over to the public library after school to exchange the two storybooks she has under her arm (Zane Grey, most likely) — well, it's time to devise some means of keeping that enterprising young person properly occupied. The plan we finally adopted was, doubtless, not original, and I certainly do not claim it was new; but it had all the semblance of originality and newness in our classrooms and it has worked like a charm for the past three years.

All during the summer we searched the bookshelves of our own and the public library; we studied publishers' catalogs; and we examined, considered, and selected what we thought were appropriate volumes, until, when September welcomed the incoming pupils, we displayed before each class its own typed list of "Books to Be Read by the Students."

"Imagine," cried one, "reading a whole book about art!"

"Or science," added a second.

"Or biography," echoed a third.

"Well, I approve of travel," exclaimed one girl delightedly. "When we were little my mother read Dr. Kane's *Arctic Explorations* aloud to us children, and we just loved it. I'll begin with travel!" Thus were made vocal the reactions to the lists which were to play such a large part in the development of our pupils' literary tastes.

Choosing the List

We had chosen nine topics: religion, biography, letters, essays, travel, novel, art, science, and folklore; and we were going to expect each girl to read one book on each topic during the course of the year. Her failure to do her reading was to cut her off from meriting more than 85 per cent in the second-semester English no matter how excellent, otherwise, her work had been; for we held that reading is nearly the most important part of the English course. But we did not specify any particular book — at least, not at first; there was to be a choice among four or five volumes on each subject, for which we had got together the best things we could find. Unfortunately they were not all in our possession, but those which we had were

starred, and the others could be had at the public library.

The first year we followed accepted lists almost entirely, the while keeping our ears open for the children's criticism which we often heeded to good effect. For instance, there is a large volume on the National Parks which, from its very size, looks forbidding. It had been slipped into the Travel department mainly because of a temporary shortage, and with a secret determination that it would be removed as soon as possible. This year it was not on the shelf, as something had been found to take its place; but it will be there next year, for not long since, three or four girls were overheard discussing its disappearance. "Oh, I just loved that National Park book," said one. "And I, too," said another; "I learned so much from it." "What did they take it away for?" asked a third, rather ungrammatically; "It's splendid!"

Here is another example of the value of a student's opinion, stated in the words of a junior, a widely-read girl, too. "I began resolutely on the list with the *Life of Pasteur*," she wrote in a paper assigned her. And then after some further remarks she continued: "Well, it went pretty hard with Pasteur. The book wasn't exactly uninteresting but it was a little deep, or perhaps my brain had not developed as much as it should have." As a result of that judgment, Pasteur was removed to the senior bookshelf where the brain would probably be more developed. You see the students were some times very good appraisers of the mental food offered them.

The gradation of the books was not an easy task and we are still working on it. There must, of course, be an upward trend toward wider association and deeper content through all the four years, or else the value of the reading is narrowed. For example, *The Story of My Life*, by Helen Keller, in the first year, or Kate Douglas Wiggin's *My Garden of Memories*, a story of enthralling interest to a girl of 14, must lead up naturally to Strachey's *Queen Victoria*, or Ludwig's *Napoleon* in the fourth year by the broadening of the students' interest and appreciation through the years between. But a thoughtful selection brings its own reward.

Only after much consideration was a novel group put on the list. But it has surely proved its worth. What adolescent of the present day will read, say, *Lorna Doone* or *Henry Esmond* except under pressure? And 85 per cent is an excellent pressure, I assure you; while the satisfaction of a teacher who sees one of her pupils hugging a copy of Jane Austin or George Eliot instead of a *Little Colonel* book or a story by Floyd Dell can easily be rated at 100 per cent.

Under art, came not only books on the art itself, music, painting, or whatever it might be, but also the lives of artists. They, strictly speaking, are biography, of course; but they generally contribute a fund of knowledge in a nontechnical way which is much more understandable to a young mind than that which a more scholarly work could give. For instance, a child who has read in a life of Della Robbia the story of his Bambinos on the façade of the hospital in Florence will probably always be able to recognize a Della Robbia porcelain from sheer interest in his work.

Science seemed a veritable stumbling block, but there proved to be many, many entertaining volumes on all phases of the subject. And then such a work as Beebe's *Arcturus Adventure*, which is really travel, can always be slipped in, for it is science made entrancing. Privately I felt very sorry, though, for the girls who were reading their science quota, until I discovered that my sympathy was wasted, as five of my own English class stepped forward to claim extra points for the extra books they had read. Those books were all science!

Extra Credit

We do give extra points; that is the positive side of our credit system. If it is true that a girl who fails to do her reading cannot get more than 85 per cent, it is likewise true that she can get one extra point for every extra book she reads. I am not sure, however, of the ultimate value of this latter course, for I suspect some of the girls slip over their practical English work hoping to make up the grade on the more pleasant task of reading. This coming year we mean to drop the extra points just to see what will happen.

After a year's experience with our nine topics, we added three books, each one absolutely required but so divided that only a part was to be read during a year. They were: a history of literature, a history of music, and a history of poetry. That sounds a bit ruthless, perhaps; but the first girl, a sophomore, I think, who began the *Winged Horse*, read it from cover to cover before she returned it. Perhaps later a history of art would be a worth-while addition.

How do you keep track of the reading? Why, by filing cards, the pride of a schoolgirl's heart when they begin to mount up. Of course, one set of questions on a book could not be used for all readers. If they were, the first reader would answer them and then the rest of the class might copy those answers without even opening the book. But an itinerary of the hero to be given on one card; a list of the literary works mentioned in a volume on another; the names of all the characters with perhaps a word as to their personal appearance on another; half a dozen customs used by foreigners but unknown to us on one; the time scheme of a biography — there are many ways of finding out if a book has been read, many, too, which train a reader to keep a pencil in her fingers, and that's a splendid thing to learn.

Stimulating Interest

But while the students are reading, teach them to like to read. Talk about the books with them. Get enthusiastic yourself. Draw out certain points and drop hints here and there. Just try: "Can't you see President Roosevelt stopping that milk wagon to illustrate a point for Maurice Francis Egan?" "Did you ever hear of anyone signing herself, 'Your friendliest friend'?" may intrigue a girl hesitating between an art book and a volume of letters. Sometimes just a word about the table of contents will arouse interest. I myself can remember reading *Guy Mannerling* on a wager when I was about 14, not because of the prize but because an older person (a wise person that!) said he thought I couldn't read it. It is almost impossible to realize the influence a personal touch has with your pupils.

When one of our seniors this year took out her first fourth-year book, I said: "Kate, you've made an excellent choice." Later she read two biographies and I praised them. Then she did *Lawrence and the Arabian Adventure* and a book on early American history. I really was delighted and very honestly said so. "You should be proud of your accomplishment and of your taste, my dear," were my words. But I was the one to be proud when she came in some time later and advised me to get Beards' *Rise of American Civilization* in two volumes, because "I read it and it's splendid," she said. That was showing result, surely.

Often we let a girl substitute one book for another, or borrow from another year's shelf. It doesn't do to be hard and fast; it does do to have the children want to read. And playing on their pride of mental possession will often make them want to do that. "Think of it! Think of being able to say that you have read 30 or 40 books the real men of literature would be glad to say they had read! And you will be able to say that when you are graduated." Drive that truth home, and drive it hard and often, for to possess a treasure is a joy, but to know that you possess it is a joy beyond words.

Not long since one of our faculty was attending a teachers' college when the question of reading in the English class came up. She described the experiment we are making with our "enforced reading," only to be met with disapproving remarks from several of the other students. "Why, boys and girls will never read if you make them do it — they'll never love books," were the objections made. But many men and women are close to God now because their mothers *made* them say their night and morning prayers in childhood; many grown men and women take three healthy meals a day now despite that fact that they had to be *forced* to take nourishment when they were little. Suppose no one had ever been *obliged* to go to school; what then? But I will let a student speak for herself and for practically all of a class to whom was submitted the question: "What do you think of enforced reading?"

Is it a success or a failure?" I must confess I was curious as to what the answer would be. Here is its closing paragraph:

"This is my third year of this kind of work. I have now reached the stage where every book brings new and delightful thoughts. By this time we have almost all the volumes in our own library which is an incentive to good reading. . . . At the end of this year we shall have a list of really worth-while books read. We have learned much from this addition to our year's work and we have had an opportunity to read volumes which might otherwise have escaped our notice. This enforced reading has given me, at least, much pleasure, and though once in a while, when I am pressed for time, I murmur against the law, I really wouldn't give it up for the world."

First-Year List

During the course of the year every student must read one book from each group and the designated parts of the "required" books. Anyone failing to do all the reading cannot merit more than 85 per cent in her year's English grade.

RELIGION

Eucharistic Lilies, Maery
At Home with God, Russel
Happiness of Heaven
Spiritual Gleanings for Marian Sodalists, Madame Cecilia

BIOGRAPHY

The Story of My Life, Helen Keller
My Garden of Memories, Kate Douglas Wiggin
Up from Slavery, Booker Washington
Troubadours of Paradise, Sister Eleanor
From Emigrant to Inventor, Pupin

LETTERS

Letters to His Children, Roosevelt
Life and Letters of Joel Chandler Harris, Harris
Letters of Charles Lamb

TRAVEL

"We," Lindbergh
Three Weeks in Belgium and Holland, Higinbotham
Cradle Lands, Lady Herbert
The Price of Dawning Day, Gavan-Duffy
Along the Mission Trail, Hagspiel

NOVEL

Oliver Twist, Dickens
Ivanhoe, Scott
Ben Hur, Wallace
Zoroaster, Crawford

ESSAYS

Idle Thoughts of an Idle Fellow, Jerome
Things of the Mind, Asarias
Essays in Contentment, Graham
Modern Essays, Morley

ARTS

How to Study Pictures, Caffin
Little Journeys to the Homes of Eminent Painters, Hubbard
Operas Every Child Should Know, Bacon
What We Hear in Music

SCIENCE

How the World is Fed, Carpenter
Fairyland of Science, Buckley
Travels of Birds, Chapman
The Log of the Sun, Beebe
The Mason Bees, Fabre

FOLKLORE

Shakespeare, Lamb
Adventures of Robin Hood, Pyle

Tales from Shakespeare, Lamb
Alice in Wonderland
Tales from the Knights of the Round Table, Frost

REQUIRED

The Winged Horse, Chapters I to IX
How Music Grew, I to IX
History of English Literature, Shuster, I to VI
 Brother Leo, I to VI

Second-Year List

RELIGION

Sing Ye to the Lord, Eaton
Our Tryst with Him, Kirlin
The King's Table, Dwight
More Home Truths for Mary's Children, Madame Cecilia
The Catholic Church and History, Belloc

BIOGRAPHY

Recollections of a Happy Life, Egan
Years of My Youth, Howells
Memories of Russia, Paley
The Little Flower, An Autobiography
Little Journeys to the Homes of American Authors, Hubbard

LETTERS

Letters of Joyce Kilmer, Halliday
Speeches and Letters of Lincoln
Letters of Imogen Guiney, 2 Vols.

TRAVEL

Kim, Kipling
Memories of a Red Letter Summer, Meehan
A Hilltop on the Marne, Aldrich
Marie Chapdelaine, Hemon

NOVEL

Old Curiosity Shop, Dickens
The Vicar of Wakefield, Goldsmith
The Talisman, Scott
The Little Minister, Barrie

ESSAY

Essays of Elia, Lamb
Means and Ends of Education, Spalding
The Pardoner's Wallet, Crowther
A Volume of Dooley

ARTS

Makers of Music, Sharp
Christ in Art, French
My Musical Memories, Haweis
Pictures Every Child Should Know, Bacon

SCIENCE

The Edge of the Jungle, Beebe
Star Land, Ball
Birds Every Child Should Know, Blanchan
Story of Iron and Steel, Smith

FOLKLORE

Story of Roland, Baldwin
Story of Siegfried, Baldwin
Aesop's Fables
Pilgrim's Progress
When Knights Were Bold, Tappan

REQUIRED

The Winged Horse, Chapters IX to XX
How Music Grew, IX to XXII
History of English Literature, Shuster, VII to X
 Brother Leo, VIII to XIII

Third-Year List

RELIGION

The Undying Tragedy of the World, Robinson
The Catholic Church and Literature, Shuster
The Friendship of Christ, Benson
Some Principles and Practices of the Spiritual Life, Maturin

Christ or Chaos, Scott

BIOGRAPHY

The Emperor Franz Joseph, Redlich
St. Francis, Cuthbert
Shakespeare, Mabie
The Cross in the Wilderness, Sister Monica
Far Away and Long Ago, Rudsom

LETTERS

Best Letters of Madame de Sevigne
Letters of Thackeray
Nineteenth Century Letters, Howe
Diplomatic Days, O'Shaughnessy

TRAVEL

South Sea Idylls, Stoddard
Nights and Days on the Gypsy Trail, Browne
Down the Sante Fe Trail, Magoffin
Cook's Voyages
The Book of the National Parks, Yard

NOVEL

The Shadow on the Earth, Dudley
Lorna Doone, Blackmore
Romola, Elliot
Pride and Prejudice, Austen
By What Authority?, Benson

ESSAY

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A Wanderer in Venice, Lucas

SCIENCE

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The Catholic Church and Science, Windle
The Popes and Science, Walsh

FOLKLORE

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Home Life in Colonial Days
A Daughter of the Middle Border, Garland

REQUIRED

The Winged Horse, Chapters X and XI, and XXVI to End
How Music Grew, Chapters XXVIII to End
History of English Literature, Shuster, XI to End, or
 Brother Leo, XV to End



WHAT IS EDUCATION?

An editorial on "The Cost of Public Education," in *America* (October 4), suggests a few thoughts for curriculum makers. Here they are:

"Is what we are paying for in a hundred thousand schools, public and private, education? Or is it what the latest results from the newest laboratories label education, and force upon the teachers?"

"Dr. Bernard Iddings Bell told us only the other day that the state of the educational republic was next door to anarchy. He spoke with an eye on the college, and in speaking, spoke for hundreds of educators in kindergarten, elementary school, high school, college, and university. It is well to experiment, with due precaution, but shall we never reach a conclusion in any field? Is the elementary school to remain a place in which the child is permitted to identify the sacredness of his individual gifts with the line of least resistance? Must the high school be a five-ringed circus, 'offering' a little of everything, from agronomy to zoölogy, from elementary Yiddish to the constitution of a Ford? Is the college a cafeteria from which the student languidly selects such dishes as appeal to him?"

"And, finally, are we trying to polish brick under the delusion that it is marble? Are we trying to fill a pint pannikin yet fuller by putting it under Niagara? Must every boy and girl pass through the high school into college, equipped with 'credits,' and little else?"

"If this be treason, let those concerned make the most of it. In our judgment, the interests of education are best conserved, as often as money is in question, by spending every penny for education, but not one for imitation of education, or for the grafter or the politician."



ST. ATHANASIUS SCHOOL, PHILADELPHIA, PA.

Thomas J. Earley, Architect, Philadelphia, Pa.

St. Athanasius' School

Philadelphia

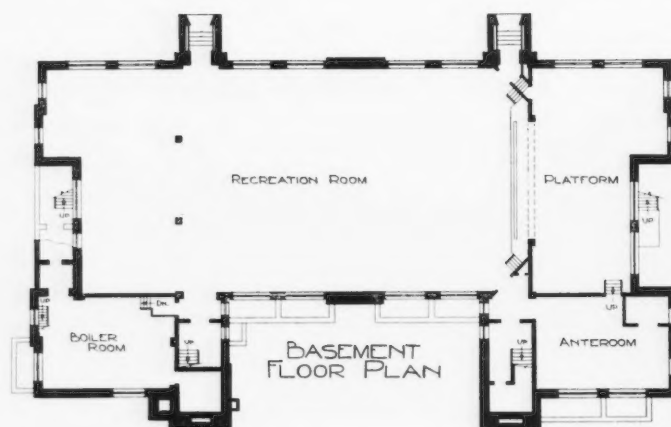
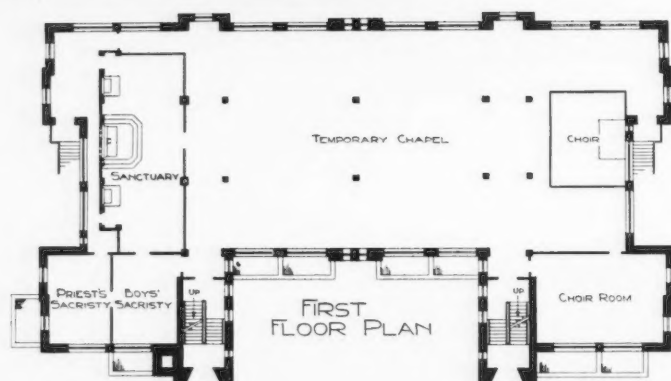
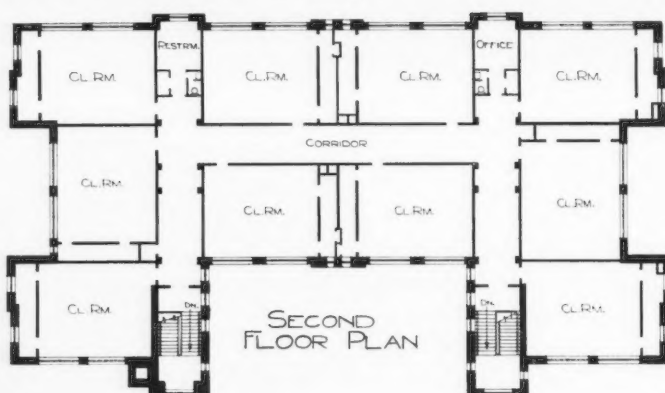
THE northern section of Philadelphia, known as East Germantown or Oak Lane, has developed with surprising rapidity during the past ten years; fields and woods have given way to streets and groups of houses. His Eminence Cardinal Dougherty, mindful of the spiritual needs of the residents of this section, established a new parish and named as rector Rev. Thomas L. Clooney who is well known in Philadelphia for his great work in the restoration of St. Mary's Church, famed from Revolutionary days.

With characteristic energy Father Clooney selected a site and proceeded to organize the parish. The site was the historic Andrews Mansion, scene of stirring events during the Battle of Germantown. A tent was erected and Mass was celebrated July 4, 1928. He commissioned Thomas J. Earley as architect to design the new school as the first unit of the parish group. A careful survey was made of the schools in Philadelphia and vicinity. A budget was mapped out and strictly adhered to.

The site chosen for the group is ideal, with rolling ground, old trees, and space for proper setting. The English Cotswold style was selected as being best fitted to the site and surroundings and because the serenity and austerity of the style is reminiscent of the patron saint of this parish.

The plan does not follow the rectangular or "shot-gun" type which has become so popular in Philadelphia; rather it is regular without being stiffly formal. There is a main axis through the forecourt flanked by the wings of the building. This court will later be developed into a formal garden where botany specimens may be grown.

The First Floor is occupied by the temporary chapel, later to be converted into ten classrooms. The chancel, which is as large as that of the average church, is carpeted with a specially woven carpet with symbolic cross interwoven. The altars are highly decorated and the exposed concrete beams in the chapel ceiling are truly structural. Provision has been made for the in-



ST. ATHANASIUS SCHOOL, PHILADELPHIA, PA.

Above: Tower Over North Entrance and Second Floor Plan.

Left: First-Floor Plan.

Below: Basement Plan and Forecourt Showing "Chimney" Ventilators.

Thos. J. Earley, Architect, Philadelphia, Pa.



stallation of a ceiling later. Organ, pews, and Stations of the Cross complete the chapel.

The Second Floor is occupied by ten classrooms, each with coatroom and closet for books. Maple floors are used in all classrooms and office and restroom. The lighting is in accordance with the state code. Plaster is sand finished to prevent glare. There are tile sills and bases throughout. Corridors have terrazzo floors and tile bases and are well ventilated and lighted. Program clock, fire alarm, fire hose, drinking fountains, bulletin

boards, and janitor's closet complete this floor. Ventilation is through the coatrooms.

The Basement is occupied by the auditorium, seating over 900. The stage is one of the largest in any parochial building and is equipped with disappearing footlights, borders, stage pockets, and panel board. The basement has an emergency lighting system.

The Stairways are inclosed in fireproof walls and protected by fire doors. Exit doors are equipped with panic bolts. The stairs are a result of wide experience

in school design; two rails are provided, one for small children. The balustrades are of solid steel of special rolling, this protects the children from broken arms or injury which might be brought about by the old-type open railing. An unusual amount of light is provided in the stairways. Stairs are of steel with terrazzo fill.

The Heating System is of the modulation vapor type with separate controls for each floor. A blower system for burning buckwheat coal has been installed. The boiler is of the water-tube high-efficiency type and was selected on account of its quick-steaming qualities.

The Plumbing System is arranged with three separate drains from the building so that stoppage of one will not materially interfere with the operation of the building. A water-storage tank in the attic permits operation in case of failure of the city supply. The old-style low tank has been eliminated and a flush valve used. A complete hot-water system has been installed. The hot-water pipes are of brass, and the cold-water pipes are of genuine wrought iron. Drinking fountains of frostproof type have been installed at entrances.

The Electrical System is in accordance with the requirements of the underwriters. Power and lighting

meters are installed in a room adjacent to the stage. Emergency-lighting and fire-alarm systems make for safety. The lighting fixtures in the chapel are of special design of old brass with white alabaster glass which gives sufficient light for reading without glare.

The building is of reinforced concrete and steel.

The exterior of the building is of Foxcroft stone which gives a play of color and a pleasant variety to the walls. The trim is of Indiana limestone. Over the entrance doorways are great windows with limestone mullions and transoms forming a cross. On the front, over the northern entrance, is a low tower with quatrefoil decoration which indicates the religious character of the building. Elaboration of detail, unnecessary ornament, and violent contrast have been carefully avoided. Local materials were used throughout where possible.

The parish was founded July 4, 1928. Excavation was started June 3, 1929. Mass was celebrated in the new chapel Christmas day, 1929. Classes in school were open February 3, 1930. The building was completed on time and cost, including furnishings, approximately \$200,000. The building, exclusive of furnishings, cost 30 cents per cubic foot.



ST. DOMINIC'S PARISH SCHOOL AND CHURCH, YOUNGSTOWN, OHIO
Barton E. Brooke and Harold R. Dyer, Architects, Youngstown, Ohio

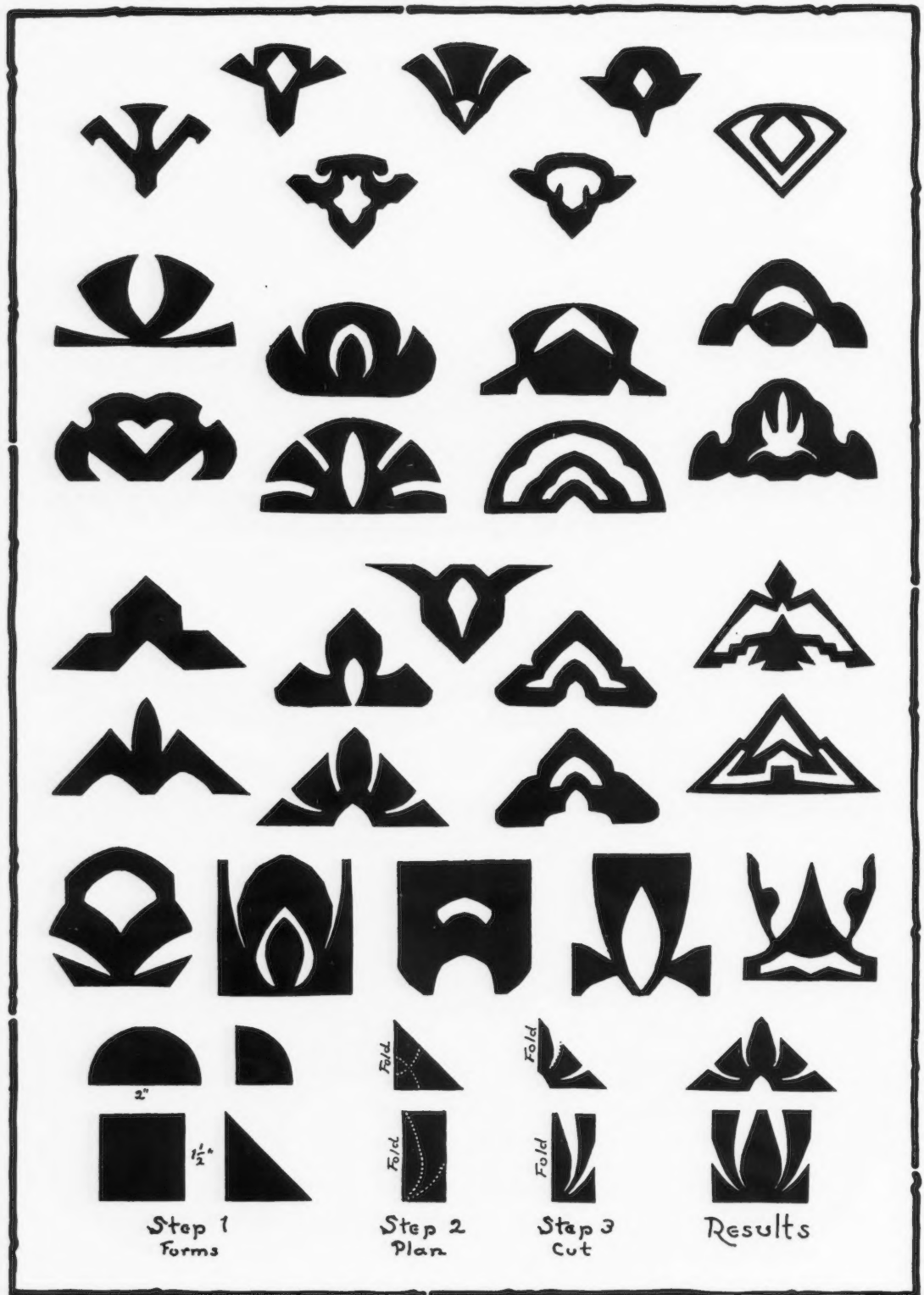
A NEW COMBINATION BUILDING

St. Dominic's School, Youngstown, Ohio, is a good example of modern architecture in a combination building for a small parish. Approximately 300 feet long and 3,000 feet wide, with a principal frontage of 300 feet the new school contains seven classrooms, one office, an auditorium, 60 feet wide and 100 feet long with a seating capacity of 930, which at present is used for the parish chapel.

The flooring is terrazzo, the classrooms and the auditorium are finished in oak and plaster. The plant uses a vapor-heating system. A vacuum pump and lighting are included. The exterior design follows the simplest lines.

The total pupil capacity is 300. The total cost of the building is \$70,000 (building \$65,000, equipment \$5,000), or 25 cents per cubic foot. The cost per pupil is \$233.

Barton E. Brooke and Harold P. Dyer, of Youngstown, Ohio, are the architects of the school. Rev. Gregory R. Shultz, O.P., is pastor of the parish.



PROBLEM I. SYMMETRICAL UNITS BASED ON GEOMETRIC FORMS

The first of a series of design projects for grade-school use, by Nettie S. Smith.
The designs above are to be cut from black paper

The White-House Conference

Kilian J. Hennrich, O.M.Cap., M.A.

ON May 17, 1923, the "Union Internationale de Secours aux Enfants" promulgated its renowned "Declaration of Geneva," which was subsequently adopted by 34 nations and formed the basis for discussions during the first International Congress of Child Welfare held also in Geneva in the year 1925. Since the last White House Conference follows in a general way the original "Declaration of Geneva"—although the United States never adopted it—and since it is of great interest to educators and teachers to compare progress in principles, it is reprinted here.

"By the present Declaration of the rights of the Child, men and women of all nations, recognizing that Mankind owes to the Child the best that it has to give, declare and accept it as their duty that, beyond and above all considerations of race, nationality or creed:

"I. THE CHILD must be given the means requisite for its normal development, both materially and spiritually.

"II. THE CHILD that is hungry must be fed; the child that is sick must be nursed; the child that is backward must be helped; the delinquent child must be reclaimed; and the orphan and the waif must be sheltered and succored.

"III. THE CHILD must be the first to receive relief in times of distress.

"IV. THE CHILD must be put in a position to earn a livelihood and must be protected against every form of exploitation.

"V. THE CHILD must be brought up in the consciousness that its talents must be devoted to the service of its fellow men."

In the Introduction to its report, the White House Conference covers all the above points but adds the following specifically:

1. Prenatal, natal, and postnatal care must be provided for mother and child.
2. Every child should have instruction in the schools in health and safety, and teachers should be trained in health programs.
3. Special abilities of the child should be developed.
4. Every child has the right to a place to play, with adequate facilities and supervision provided by the community.
5. Every child should be protected against communicable diseases.
6. Rural children should enjoy the same benefits as city children do.

Most of these provisions are of unusual interest to teachers and educators and are covered by the special reports emanating from the sections and committees on the school child's health and recreation and on handicapped children. It is not possible to summarize adequately within the limits of an article, all that was transacted during the meetings held within the past twelve months. Hence, a cursory enumeration of what is of particular interest to teachers and educators must suffice for the present.

The committee on the school child, section III C, submits a very comprehensive school health program. Committee D, discusses vocational guidance and child labor very thoroughly. Committee E, concerns itself about recreation and physical education trying to formulate a standard curriculum for the training of professional physical education teachers and professional and volunteer recreation leaders for the preschool child, elementary, high-school and college student. Committee F, brought out illuminating facts about the handicapped and delinquent child urging the establishment of special classes for the mentally deficient, the retarded, and the precocious

child and special schools for crippled and tubercular children as also psychological clinics for delinquents. President Hoover, in his opening address, summarizing these problems said: "Out of 45,000,000 children about 35,000,000 are reasonably normal; 6,000,000 are undernourished; 1,000,000 have defective speech; the same number have weak or damaged hearts; 675,000 present behavior problems; 450,000 are mentally retarded; 382,000 are tubercular; 342,000 have impaired hearing; 18,000 are totally deaf; 300,000 are crippled; 50,000 are partially and 14,000 are wholly blind; 200,000 are delinquent; and 500,000 dependent. And so on, to a total of at least 10,000,000 of deficient, more than 80 per cent of which are not receiving the necessary attention, though our knowledge and experience show that these deficiencies can be prevented and remedied to a high degree." Finally, Committee G, investigates the child outside the home and school and reports what is being done in the way of leisure activities and makes recommendations to extend these activities in the future. There were five sections on child welfare each of which was again divided in a number of committees and subcommittees.

The preliminary confidential report of the whole conference containing abstracts of most of the sections is a closely printed volume of more than 650 pages. The corrections and additions and suggestions offered to this report and considered in the final sessions cover again almost 200 closely typed sheets. The final printed report will, no doubt, make several substantial volumes.

May this suffice to show the reader what a tremendous amount of work was done by the Conference. How it was done and what will be the results are other questions. These have been answered by the writer in an article that appeared in *America*, the first issue in December. Those of us who, like the writer, attended the Congress in Geneva, and the last three White House Conferences concerning children, or have followed their proceedings will confess that the Conference just concluded was a great step forward in the right direction.



The Meaning of Character

The best educators regard sound moral discipline of equal importance to knowledge or mental training. Wide experience has shown that the education of the head at the expense of the heart has too often made shipwreck of students that earlier gave great promise. In the opinion of these educators, the school should give form to the development of strong character. Character as it is generally understood means habits of honesty, self-control, sincerity, unselfishness, regard for others' rights, respect for authority, in a word those great natural virtues upon which rest the structure of society. People have to live together in a national and civic life and unless a high and deep appreciation of morality has become a part of the future citizen's equipment intellectual training alone will avail little. The school offers a fertile field for the cultivation of such attitudes. It has the child during those impressionable years of adolescence when the foundation of the natural virtues can be laid. The aim of educators is to instill a love and a desire for the development of these virtues, that when the pupil is put to the test, he will choose of duty and right living, to that of self-indulgence and aggrandizement. Every motive that will inspire and stimulate the pupil to realize these ideals in his own life is used by the skillful teacher, for he knows that no state or country can endure unless its members are imbued with a keen sense of morality.—*The San Francisco Monitor*.

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph. D., LL.D., Editor

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The First-Grade Teacher

A situation in public education prompts a statement of a problem which we may possibly overlook in the parochial schools. The problem is this. What kind of teachers do we put in the primary grades? The situation is this. We have seen in public schools, extraordinarily fine primary teachers forced to become teachers of higher grades for which they did not have the same preparation, and the same sympathy, and the same skill, in order to get an increase in salary. The work of these teachers in the primary grades made the work of teachers in the upper grades much more effective than their own work after the promotion. They were actually rendering a greater service to the school children in the upper grades by virtue of the foundation they gave in the primary grades. The single salary schedule in the public elementary schools finds one of its strongest arguments in this situation.

We do not have the salary complication in the parochial schools, fortunately, but do we recognize that

the work of the primary grades is of such immense importance, perhaps more important than any other work in the elementary schools, that we always assign to that work the very best teachers capable of doing the work? Or do we think that a teacher who has been changed from a first grade to a fifth grade has thereby been promoted? Let us always keep very strong teachers in the first grade particularly, so that the child's initiation into school life, and into formal education will be built on the very best habits, and the most pleasant associations, with school and education and books and teachers.

Another point should be made. The first grade is not the place to put the new teacher. The first-grade teacher should always be the experienced teacher. Somewhere in the intermediate grades is the proper place for the new teacher, under adequate and intelligent supervision. The tendency to put new teachers in the first grade should be discouraged.

Our Catechism

"Our Catechism" is the title of a suggestive article by Father Martindale in the always-interesting *Month* (London) for November, 1930. It makes a number of comments on the teaching of catechism growing out of the reading of an immensely interesting little book by Father Tahon, *The First Instruction of Children and Beginners* (Sheed and Ward). Let us review here some of the more striking comments.

"Father Tahon shows," says Father Martindale, "that our *kind* of Catechism came into existence after and in imitation of Luther's — Luther, appalled by the prospect of doctrinal chaos among Protestants, tried to formulate his creed and impose it upon all (1531). Calvin followed in 1541; the first Anglican catechism appeared in 1549; Canisius published his in 1558, and Bellarmine his *Dottrina Breve* in 1597. This last is what underlies our own, and the Vatican Council chose it as foundation for the universal catechism it projected. Hence, despite its Protestant models, our catechism has full ecclesiastical backing and no one would dream of treating it lightly. The question seems to be, whether it is the best instrument (1) for teaching beginners; (2) for teaching those more advanced in years and knowledge. Father Drinkwater (who wrote an introduction to Father Tahon's book) seems to argue that a first instruction (certainly in the case of children, and I think he would add, in the case even of adult converts) need not and perhaps should not be given by means of the catechism as such."

This is significant, particularly in view of the strenuous efforts made to show that the *form* of catechetical instruction ordinarily current today did not have its origin with Luther, and this question is tied up with a very much larger and more important question whether there was any instruction prior to the revolt in religion, ordinarily called catechetical instruction without reference to the form in which it was given. The Catechism of the Council of Trent is not a ca-

teachism of "our kind." It is the instruction to pastors upon essential points to be taken up in the instruction of the pupil. And the catechetical discourse of Augustine, the *Catechegandis Rudibus* is not our form of catechetical instruction. At any rate, the form of the catechetical instruction is definite enough to be identified, and its origin ought to be capable of being historically determined. Whatever its origin, it is a present problem.

There is a fine implication in Father Martindale's article that our first associations with religion should be associations of love and beauty. The annunciation, the nativity, the life of the Christ Child, Mary, Zachary, Elizabeth, the shepherds, the wise men veritable "tidings of great joy" offer abundant opportunity. Let Father Martindale give his reminiscence of his own childhood. No doubt many others have had similar experiences:

"It was not nothing that the first impressions of religion came by way of love (we often disregard that, save to lament that our schools so often cannot trust our homes!), and beauty. Beauty, in part, of sheer sound—catechisms do not profess to be literary and have 'no beauty that we should desire' them—the Bible sounded more beautiful than anything else one heard or read: beauty also of imagery—a child's imagination can be stocked with a thousand lovely images, like Ruth, or the 'little maid' who sent Naaman to Israel, or all the miracles and parables of the New Testament, or most of the Apocalypse that so overwhelmed me that I wept floods of ecstatic tears over it while exulting in its dragons and its precious stones: beauty, too, of music, since a solemn yet happy tune like that of 'Holy, Holy, Holy,' sung on Trinity Sunday, caught up phrases, beautiful anyway, and gave them an additional association, also beautiful. Good, too, that beauty should be associated from the outset with the solemn and the holy."

In his further reminiscence he had a habit which would be helpful to our children, and suggestive to our teachers. It is pedagogical wise.

"I had a formula for night and evening prayers, but it included several pauses—'Has God done anything today that you want specially to thank Him for?' 'Have you done anything you are specially sorry for?' Then one had to tell God so 'in your own words,' and, if one's wrongdoing had hurt anyone else, one had to wait and think out how to make up for it the next day. And the motive? 'Jesus wants us to love one another.' Perfectly supernatural. To please our Lord—not to hurt our Lord."

Says Father Martindale further:

"I repeat, probably at some point or other the catechism—a catechism—should be made use of, but perhaps far more by teacher than by taught. Excellent for a grown-up to put order into his (her) ideas. I still ask myself whether the catechism order is an ideal one. For instance, the Church is mentioned as our Authority for believing in revelation before our Lord has been

mentioned (save in a quotation illustrating the prior value of the soul: I recall a small boy who said that his body required superior care precisely because it could die, while the soul couldn't. . . . Once he had that idea—his own: an original product—well in his skull, with what difficulty must it have been extracted!). The mystery of the Trinity occurs before any explanation of the 'Holy Ghost' does: must we hold up the catechism till we have explained His Name and Meaning? *I confess I would have liked an explanation of the Catholic Faith which ended rather than began with the Creed.* To pass to another 'first' instruction, that of adult converts, which I am more familiar with than with that of children, all the more do I find myself wishing this."

Father Martindale in this paragraph stressed what seems fundamental criticism on the order of topics in the catechism and its place in the process of instruction. Certainly the creed should come at the end as a means of putting order into our knowledge. The sequence of topics in the catechism should proceed progressively, each step building a foundation for the next one. The order should be that of the learning mind facing the problem for the first time; not of the theologian trained and disciplined seeking the most succinct orderly arrangement of knowledge he fully understands.

And with Father Martindale's usual frank and direct statement, we leave the problem in your thought and in your mind:

"To finish rapidly, I cannot use the catechism with the ordinary adult convert for a long time: I end up by putting him through it, because I am told to. When I am told of those parish priests (I name neither land nor city) who appalled Pius X by saying that catechizing was beneath their dignity and that they left it to lay teachers, I am horrified: when I hear of those contemporary German priests who devote 28 hours a week to catechizing, I am edified, while I wonder what method of catechizing theirs may be. For I have said no word against catechizing, but have wondered what is the best method, best instrument, best moment of and for catechizing.

"Perhaps after all, the upshot of this article is, that a long preparation of the mind is needed before either child or convert-adult can assimilate the catechism. The child can make use of imagination and sentiment; the adult must be drastically (in this land at any rate) made to 'see reason.' And both need an 'after-instruction.' Tragic, that children escape our schools having had an intellectual pabulum that they can't assimilate, or, a sentimental one that will not stand them in sufficiently good stead once they begin to think. Tragic, too, that converts may often get quite a good instruction mentally, and never have assimilated it 'really.' They possess the map: they do not really live in the new country. So sometimes they are tempted to return to what was familiar; sometimes, they do so, only to find that neither here nor there can they live."

Teaching Children To Think

Sister M. Agnes, H.N.J.M.

ALL normal schools and books of pedagogy dwell on the importance of this subject; but perhaps a few practical hints will aid teachers to succeed in this difficult art. Should the teachers themselves need some guidance, they will find it in that excellent book, *The Art of Thinking*, by Ernest Dimnet. This author says (p. 27), "Nothing is more striking than the absence of intellectual independence in most human beings; they conform in opinion, as they do in manners, and are perfectly content with repeating formulas." The grandiloquent motto of the first French Republic, "Liberty, Equality, Fraternity," was received with great enthusiasm by the people, and deceived them until they discovered that tyrants could make use of it to trample on their rights. Well might Madame Roland exclaim, as she stood on the scaffold awaiting her execution, "O Liberty! what crimes are committed in thy name!" The three words have a certain appeal even now, but they need to be qualified, explained, interpreted, in accordance with reason and religion.

In a book written a few years ago, Mr. Hoover states that "95 per cent of the people do not think." Let us hope that teachers are included in the 5 per cent who do think. Then let us consider how they may induce to think, if not the 95 per cent hopeless ones, at least the young people under their care.

Naturally, children begin by repeating the sentiments they hear on the lips of their elders, especially if these latter have won their confidence and esteem. But soon they hear these cherished views contradicted by other persons, perhaps by some young acquaintances of their own age. Then the process of thinking, comparing, and judging, begins. Evidently, it is very important that this process should lead to correct conclusions. One way is to ask them for proofs of the assertion they carelessly make, or the character of their informant. How often, when urged not to do a certain thing, the young people reply lightly, "Everybody does it." We inquire, what *kind* of everybody? What is his mental and moral standing? Then we go on to show that in reality not everybody does the objectionable thing, but that persons of better, nobler character refuse to do what is wrong, and do not try to escape their responsibility by throwing the blame of their deeds on that invisible, intangible, but convenient "Everybody."

Teachers should be glad when their pupils ask questions — intelligent questions — with a sincere desire for information. They should also encourage them to give their own opinions, otherwise how can the teacher correct any erroneous ideas they may have, or develop the correct ones? Some children ask no questions, not because they understand better than others, but because they are indifferent, and are doing no real thinking. "Their attitude," says the Abbé Dimnet, "is the *Tell us*, which Madame de Maintenon used to hold up to contempt to the Saint-Cyr girls, and which some American college professors have told me is likely to be translated, in American College English, into the blunt 'It's *your* job to tell us.' " This tendency is well illustrated by the story of the small boy who, after his first day at school, being asked by his mother how he liked his teacher, answered with contempt, "I don't think she knows much; she kept asking me questions all the time."

The lecture method may be satisfactory in large classes of college students, who are presumably more interested in the subjects presented to them and have more incentives to do good work; but in the lower grades, a teacher must test both the intelligence and the attention of the pupils by frequently questioning them and inviting discussion.

A skillful teacher will, of course, make use of every lesson to develop the child's thinking powers; but special exercises intended for this purpose are desirable. We might suggest these three: (1) A careful examination and criticism of current phrases, proverbs, and poetic quotations. (2) Original compositions, with a thoughtful analysis of the sentiments expressed and the words used. (3) Debates, in which all the members of the class are interested.

Dissecting Proverbs

Proverbs are supposed to express the concentrated wisdom of many men; but some of them, on examination, prove to be both shallow and misleading. Take the familiar saying, "Honesty is the best policy." Is it? Sometimes, perhaps; always, in the sight of God. But in the world? Have all successful business men acquired their fortunes by strictly honest means? Have all diplomats gained advantages for their respective countries by the most upright methods? Let the shades of Machiavelli and Bonaparte, of Clive and Bismarck, answer. It is hardly necessary to furnish examples; the students of history will recall many, from Cæsar's wholesale slaughter of men and tribes that stood in the way of his ambition, to the more recent thefts of alien territory in order that a stronger nation might extend its "sphere of influence" in favor of its own commerce. How much "honesty" entered into these examples of "policy"? Evidently, a critical estimate and clear definition are needed of the word "policy." While inviting pupils to discuss the bearings of this familiar adage, we must not, of course, give them the impression that "Honesty doesn't pay." We must show them, or lead them to see for themselves, that honesty is always honorable, praiseworthy, and desirable, admirable in the sight of God and men; but that it does not always lead to worldly prosperity. It may do so, and frequently does; but temporal success is neither its criterion nor its fitting reward.

Again, let us consider that absurd assertion which we hear so frequently, "Too good to be true." The natural conclusion is, that whatever is good, or at least what is unusually good, is not true. If taken seriously, could any principle be more pernicious? One more example may be given: "All that glitters is not gold," we are told. Taking the statement as the major premise of a syllogism, we are justified in proceeding as follows: "Gold glitters," therefore, "Gold is not gold" — an absurd conclusion, but logically deduced from the first statement. What is wrong with it? Here is a chance to test the thinking powers of our students, and incidentally their knowledge of grammar, since, as older and educated persons will perceive, the error arises from violating a simple rule of grammar. If the negative is placed next to the word it modifies, the difficulty vanishes, and we have the sensible statement, "Not all that glitters is gold."

Many of our pupils will not have the advantage of going through a full college course, in which due attention is given to training the mental powers and guiding the intellectual processes by the precepts of formal logic; hence, it is all the more important to train them to apply their own reason to the ideas presented to their minds. Without a familiar acquaintance with the rules of Aristotle, young people can be taught to examine carefully the statements they hear or the arguments they meet in books. Common sense, but *trained* common sense, often furnishes a better and certainly a quicker way of arriving at truth than the processes of formal logic — particularly as not all statements can be easily reduced to a syllogism, enthymeme, or sorites. In a conversation regarding

the philosophical question of free will, we remember that Samuel Johnson ended the discussion, in his usual dictatorial way, by the pronouncement, "Sir, we know that our wills are free, and that's an end on't." So, also, the child who was asked why there could be only one God, and who answered, "Because there is no room for another," was not a bad philosopher, and had seized some idea, however imperfect, of the infinite.

As an example of a quotation from poetry that will not bear a close scrutiny, or that needs a very broad interpretation, I may cite Browning's optimistic "God's in His Heaven. All's right with the world." Is it? I leave my readers to judge for themselves after a brief consideration of the subject.

Accuracy of Expression

To write original compositions, of course, demands some thinking on the part of the pupils; but is this thinking always accurate? They can derive much help from the kindly criticism of their teacher; but they should be led to scrutinize their own statements, perceiving the truth or falsity of their assertions, the probability or improbability of the facts they narrate. Their careless use of epithets sometimes quite contradictory, results occasionally in ludicrous descriptions of whose inconsistencies the young authors are innocently unconscious. Some time ago, I read in a college journal a story abounding in expressions like this: "Helen entered the room with a sad but cheerful countenance." Let the reader try, if he can, to reproduce that expression. Again, it was asserted, "She kept one eye on her visitor beside her and the other on the open door at her left." An experiment to prove the possibility of this feat might be hazardous to the organs of sight, so I will not suggest it. Of course, our students must be encouraged to express their thoughts both in speaking and

writing; but they need the guidance of experienced persons, together with the habit of self-criticism.

Debates Are Helpful

In colleges and universities, debates have always held an honored position among educational methods. The participants themselves are the ones that chiefly benefit by the practice, which develops their various powers and faculties. We may doubt if college debates have elicited any new truths or thrown any light on old ones—from the time when the medieval university students debated the important question, how many angels could stand on the point of a needle, to the more modern debates on disarmament or prohibition. But the young speakers themselves gain much by these contests. Their careful study of the subject, choice of material, presentation of the topic in the most convincing way, and their readiness to accept or repel an opponent's arguments, all help to develop their mental activity. The contest, however, must not degenerate into a mere effort to gain a victory, but should always keep the high aim of establishing some truth or revealing some facts.

The foregoing remarks are not offered as anything new on the subject. I am merely suggesting that a practice which has been found helpful in colleges might well be applied, in a simpler way, in the grammar grades. I know that this has been done in several schools, and with very satisfactory results. The pupils enjoy these little debates, derive many advantages from them, and they are a good preparation for better work in the colleges. Now that the custom has become common of holding contests in speaking between different colleges, it is desirable that the pupils of our Catholic schools should continue to appear to advantage, as they have frequently done, in these international or interstate contests.

Class Piano Teaching *Sister M. Lucia*

IT is most satisfying to note the effort that is being made at the present time to secure for our children a real musical appreciation. Much has been done in the larger cities in the way of children's symphony concerts and the introduction of musical appreciation as part of the school program. What will appeal to our children more than the ability to know and recognize good music, is the ability to make good music. This opportunity is now being abundantly supplied by the introduction of piano class lessons into our schools. The rapid growth of these classes during the past year would seem a fair prediction that our children will become a truly music-loving generation.

Piano classes that commenced with a small number in September were greatly enlarged before the month was over. This increase was due to the fact that other children and parents heard the piano pupils singing and playing after their first lesson. The parents who at first were rather skeptical of results of piano lessons given to a group, were quite converted to the course and hastened to enroll their little ones in the classes.

A Direct Method

What young performer is not fired with enthusiasm when he finds that at the end of a lesson he is able to sing and play his first piece? How many of us remember our own first piano lessons, with the endless waiting for that first piece, which we could not have until we had covered a certain amount of theory, and acquired some technique? In many cases this even meant the ability to play five finger exercises with a penny reposing quietly on the back of our hand. Remembering this, we can appreciate the joy that comes to

the young class student who spends a few minutes of his first lesson singing an attractive little song, and the remainder of the time in learning to play it.

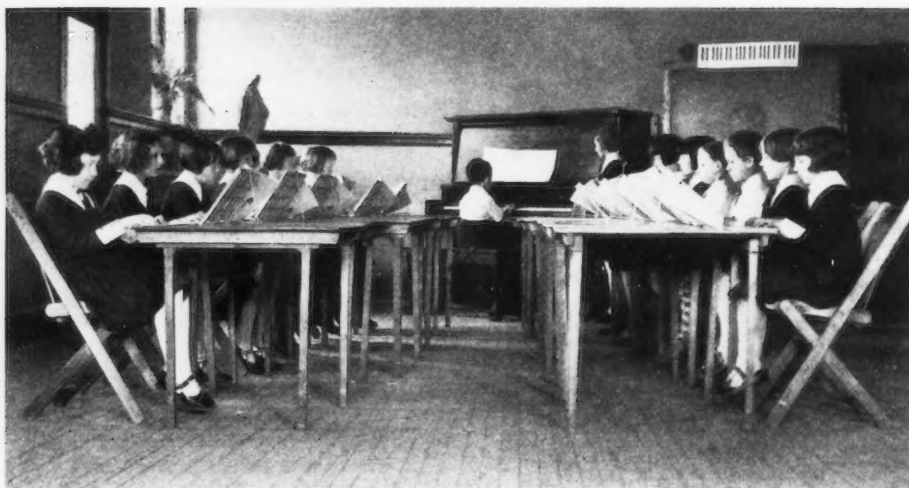
The social influence of group teaching is manifest. Children love working together and will infallibly advance more rapidly when in competition with others. The act of performing in public is no longer the dreaded ordeal it used to be. The child, finding himself accustomed to playing before his classmates, is ready and, as a rule, anxious for their criticisms. How often do we not find in private teaching that children who were most anxious to take piano lessons lose interest after a short time!

Learning to Listen

At first they are enthusiastic because they are trying out something new, but soon the monotony of the everyday practice seizes them, and they either give up or, being forced to continue by an ambitious parent, develop, in many cases, a real dislike for their music. This will rarely be found in class teaching where the children look forward eagerly to each new lesson.

In the early part of these courses a great deal of the work is done through the training of the ear. The child is taught first to listen well and then, since the imitative faculty is strong in every child, he is soon able to produce what he hears. Not being hampered by technicalities, his playing, a medium of self-expression, becomes a real joy to him.

Technique and those essential things which go to the making up of real musicianship are not to be ignored in these lessons, for we all know that there can be no real music without these fundamentals. The interest of the child must



A CLASS LESSON IN PIANO PLAYING

first be stimulated by that confidence which he will have when he finds that he can make music. Then gradually he will acquire the art of good interpretation, phrasing, technique, and all those other elements which go to the making of a real musician. It is interesting to note that most of the technique in the earlier class lessons is taught by means of games and finger plays.

One very interesting feature of class lessons is the stimulus given to creative work. This is encouraged from the very first lessons.

It is quite astounding to see how readily these children transpose their little pieces, not only from one major key to another, but from major to minor. At each lesson the children are urged to find new ways of performing their pieces. What child does not like to do things in a different way, but when these ways are left to his own ingenuity, practice becomes a real joy to him.

What of the parents? Those of them who have dreaded the practice hour, knowing that it meant so many minutes of clock watching, or urging and scolding, now find the children eager for their work. In some homes where two or three are taking lessons it has become almost a difficulty to arrange so that all can have equal time at the piano.

In many families the great drawback to a musical education for the child has been the expense connected with it, and for this reason much talent has really been not only retarded, but undiscovered. This condition has now been fairly mastered, for where a number are taking in class the lessons can be given for a small amount, thus enabling every child to participate. Since this group teaching has been so extensively taken up in our schools much unusual talent has been brought out, which, had it not been for the class lessons, would have had no opportunity of maturing.

Children Are Interested

It is both interesting and amusing to see the eagerness of the children for the lessons. Many incidents have been told of the ways in which children, whose parents could not afford even the small fee required, have worked in order to procure their lessons.

In one place in the west, where class instruction in piano is being given, the children have earned the money for their lessons by hunting rabbits, and it is quite a calamity if they do not secure at least one rabbit a week to pay for lessons. Boys have shoveled snow, sifted ashes, and carried messages, while the girls, too, have found many little ways of securing sufficient funds for the coveted piano lessons. These efforts

are not spasmodic for the children who have commenced the lessons are keen for the work, and to miss a class is really a punishment. One small boy, who is not yet in school, comes regularly to the convent to inquire "Is this the day for my music lesson?"

Influence of Music

Again, the refining influence of music both in the school and in the home cannot be overestimated. As these classes become more numerous this element becomes more apparent. Invariably the teachers in the grades express the opinion that the children who are taking music are well behaved and satisfactory in their other work.

In one poor home, where the father was drinking and the mother trying to support the children by washing, the little girl was most eager to take the lessons. There was no piano, and the prospects were not promising. After much pleading the father decided to give the child 50 cents every month as payment on a piano. Through the influence of the teacher a piano was procured on these terms. The child, who was quite talented, was taking lessons only a short time when the father began to show great interest in the music. He would sit listening with rapt attention, taking real pride and pleasure in the results attained by his small child. In a comparatively short time he gave up his ignoble habit, the mother was able to discontinue washing, and thus look after and enjoy her home.

Another little girl is teaching each lesson as she learns it to her mother, who loves music but who never had the opportunity of learning it. Many of these progressive little people are teaching their small brothers and sisters, and companions in some cases, with very encouraging results. Thus the effect of this work is bound to become far-reaching.

Teachers who were dependent for a livelihood upon their private lessons were rather inclined to look with disfavor on the classwork. The results, however, after four or five months, showed that the class lessons would increase the number of pupils of the private teachers, for many of the parents finding that their children were doing exceptionally well, permitted them to have specialized training.

As much of this work is imitative, it is essential that the children may have the best possible examples placed before them.

It is estimated that in the past year over 1,000 of our Sisters have taken these courses. It is to be hoped that many more will do so, and that our Catholic children may have every opportunity of progressing musically.

A Character Calendar

Sisters M. Fidelis and M. Charitas, S.S.N.D.

Editor's Note. The Character Calendar for every day of the school year has been printed monthly in this JOURNAL since September. Note the six points for each day: A brief statement about the saint of the day; a quotation from the Mass of the day; a thought from the *Imitation of Christ*; a statement of an ideal; a practical suggestion for the day; a slogan.

For the October issue the authors supplied a picture of a typewritten page for their spiritual bulletin board illustrated with an appropriate picture.

For the compiling of this calendar we are indebted to Sister M. Charitas, S.S.N.D., of Notre Dame High School, Chippewa Falls, Wis.; and Sister M. Fidelis, S.S.N.D., of Sacred Heart High School, Calumet, Mich.

Jan. 2. ST. FULGENTIUS, Bishop

Persecuted by Arian heretics and scourged until his body was one bloody wound, this saint refused to revenge himself saying: "A Christian must not seek revenge in this world." God took care of His own. St. Fulgentius was restored to his bishopric and ruled in peace to the end of his days.

O thou Priest and Bishop, thou worker of mighty works, thou good shepherd over God's people, pray for us unto the Lord.—*First Vespers: Antiphon.*

Write my words in thy heart, and think diligently on them; for they will be very necessary for thee in the time of temptation.—*Imitation: Book III.*

Ideal: In spite of the efforts made by his persecutors, you notice they could injure neither his body nor his genial disposition.

Today: You are probably in the mood and in the habit of making five or more resolutions which you will scarce remember next week. Make *one*, and let that be a resolve to spend the first fifteen minutes of each session, morning and afternoon, as nearly perfect in observance of duty as possible. If you are too weak to keep up for the remaining twenty-five minutes of the period what you began so courageously in the first fifteen, you are excusable, but weakness, as you know, is contemptible; that kind of weakness is.

Slogan: But the just man is brave as the lion.

Jan. 3. ST. GENEVIEVE, Virgin

When St. Germanus was passing through the district of Nanterre, near Paris, he took particular notice of a little shepherdess, and predicted her future sanctity. This was but the beginning of unusual events in the life of St. Genevieve. She became an angel of mercy, was unjustly persecuted, procured corn for Paris during the siege, turned away the threatening Huns, and became adviser to King Clovis.

Because of truth, and meekness, and justice, thy right hand shall conduct thee wonderfully.—*Gradual: Psalm x.*

Thou alone art good, just, and holy; Thou canst do all things; Thou givest all things; Thou fillest all things leaving only the sinner empty.—*Imitation: Book III.*

Ideal: Perhaps if a little girl tending sheep by the wayside tried to tell you a few things or to give you a bit of sound advice, you would be inclined to wonder at her daring. You see how truly great she became and how much the nation owes her.

Today: Watch yourself. Are there not some people whom you take very much for granted as being your decided inferiors? This is how you can tell. Do you ever think or say, when certain people criticize what you do "Who does he think he is"? You are despising a person like that and thinking very much better of yourself; that is pride. Be careful of it; it is an ugly trait and destroys that resemblance to your Mother you wanted so much.

Slogan: Said the old Quaker to his wife:

"And all the world's a little queer.
But thee and me, dear,
And even thee's a little queer."

Jan. 4. ST. TITUS, Bishop

St. Titus, the well-beloved disciple of St. Paul endured the fatigues of numerous and distant voyages on land and sea to bring the Gospel to different nations. Despite hardship and labor, he lived to be 94.

The harvest indeed is great but the laborers are few; pray ye therefore the Lord of the harvest that He send laborers into His harvest.—*Gospel: St. Luke x.*

Keep thyself as a pilgrim and a stranger upon earth, that hath no concern with the business of the world. Keep thy heart free and lifted up to God, for thou hast not here a lasting city.—*Imitation: Book I.*

Ideal: You probably know very little about St. Titus. But he must have been a very fine man for he was one of the most intimate friends of St. Paul. That says it all, does it not?

Today: When people see boys and girls associate with you, are they inclined, perhaps, to say "So-and-so can't be worth much if he goes with that person"? The thing, of course, that really matters is that: What kind of companion are you for yourself? You know what Shakespeare says: "To thine own self be true; then it must follow as the night the day: thou canst not then be false to any man."

Slogan: Going much with wolves soon teaches one how to howl.

Jan. 5. ST. SIMON STYLITES

A sermon on the eight beatitudes awakened in St. Simon a desire for evangelical perfection. He mortified his body in an almost superhuman manner. He spent 37 years on the top of a pillar, exposed to heat and cold, day and night, adoring the majesty of God.

Who shall ascend into the mountain of the Lord: or who shall stand in His holy place?—*Prime: Psalm xxiii.*

Study, therefore, so to live now, that in the hour of death thou mayest be able rather to rejoice than to fear. Learn how to die to the world, that then thou mayest begin to live with Christ.—*Imitation: Book I.*

Ideal: When you read the peculiar method of penance this saint chose, were you inclined to smile and think him just a bit queer? Will you take the time to think today of how ever so much more foolish the things we do to satisfy the world? Think of how people have their eyebrows plucked, for instance.

Today: Public penance is very well for saints, but for us who are still only beginners, it is much safer to practice interior penances that no one sees but God. If you are in the habit of stopping for a drink each time you pass the fountain, don't do it just this one day.

Slogan: Be a fool, then, for Christ's sake.

Jan. 6. THE EPIPHANY OF OUR LORD

The word "Epiphany" means "manifestation." As at Christmas time it is the mystery of a God Who makes Himself visible, but it is no longer only to the Jews that He shows Himself, but to the Gentiles.

And behold the star, which they had seen in the East, went before them until it came and stood over where the Child was. And seeing the star they rejoiced with exceeding great joy. And entering into the house, they found the Child with Mary His Mother and falling down they adored Him. And opening their treasures, they offered Him gifts, gold, frankincense, and myrrh.—*Gospel: St. Matthew ii.*

For thus also Thy Saints, O Lord, who now exult with Thee in the kingdom of heaven, during life awaited in faith and much patience the coming of Thy glory. What they believed, I believe; what they hoped, I hope for; and whither they are arrived, I trust that I also, through Thy grace shall arrive.—*Imitation: Book IV.*

Ideal: Had you lived at the time of the appearance of the wonderful star, you would not have hesitated one minute, would you? You would probably have left your work or play at once to travel a thousand miles to see the Infant Christ?

Today: Just across the way, perhaps a few blocks from your own home, perhaps on your way to school, lives the same, the very same, Little Christ; and He sends you a star every day by way of an inspiration to come in, for He has something for you. And you?

Slogan: I rejoiced at the things that were said to me, we shall go into the house of the Lord.

Jan. 7. ST. LUCIAN, Martyr

St. Lucian was a priest who devoted his time to charitable works and to the study of the Sacred Scriptures. In this latter work he did much to prepare the way for St. Jerome, who gave us the Latin translation of the Bible called the "Vulgate." He died in prison, happy in that he was able to give his life as a small measure of return for the priceless gift of faith.

Blessed is the man that endureth temptation: for, when he is tried, he shall receive the crown of life, which God hath promised to them that love Him.—*Lauds.*

He labored abundantly for the edification of others, as much as lay in Him, and as much as He could; but He could not prevent

being sometimes judged and despised by others.—*Imitation: Book III.*

Ideal: Nobody knows that St. Lucian did much toward inspiring St. Jerome for the great work of translating the Bible; very few people do, that is, St. Jerome is generally given that credit alone.

Today: Does it make any difference to you if someone else gets the credit for the fine things you have done, or that you have made possible? Try to be satisfied that God knows; and, really, when you go about asking for honors and attention, people despise even the actual good you have done. Have you noticed that?

Slogan: Not to us, O Lord, but to Thy Name be glory.

Jan. 8. ST. APPOLINARIS, The Apologist

Very little is known about this saint except such things as may be learned from his writings and those of his contemporaries. One of his best works is his apology for the Christian religion.

O ye priests of the Lord, bless the Lord; O ye holy and humble of heart, praise God.—*Introit: Daniel III.*

Thou wilt never be interior and devout unless thou pass over in silence other men's affairs, and look especially to thyself.—*Imitation: Book II.*

Ideal: He wrote a book in defense of the Church, that is all. And we dismiss the thought of the saint from our mind when the day is over. Why? Because the world does not acclaim him loudly. But that is no indication of true greatness; there was a time when Christ said to this saint: "Well done, thou good and faithful servant, enter thou into the joy of the Lord."

Today: Keep impressing your own mind day for day with the thought that nothing counts but God's approval.

Slogan: Naught, but Thyself, O Lord, naught but Thyself.

Jan. 9. SS. JULIAN AND BASILISSA, Martyrs

This saintly married couple converted their palatial home into a hospital. They assisted personally in serving the sick. St. Basilissa died a natural death; St. Julian was martyred.

Thy saints shall flourish like the lily, O Lord, and be as the odor of balsam before Thee.—*Gradual.*

O pleasant and delightful service of God, which maketh a man truly free and holy.—*Imitation: Book III.*

Ideal: When we think of saints, we ordinarily think of them as bishops or religious, at least of people who spent much time in prayer. These two saints were husband and wife who lived each day as perfectly as possible.

Today: Saints are people who spend the whole day in prayer. You must do the same. How? Make the intention each morning to do all that day for the greater honor and glory of God; make the Sacred Heart League intention. Of course, see to it that your work during the day is at least not a disgrace to be offered to God.

Slogan: All for the greater honor and glory of God.

Jan. 10. ST. WILLIAM, Archbishop

St. William reluctantly accepted the dignity of archbishop. As archbishop he redoubled his austerities saying that now he had to do penance for others as well as for himself. He always wore a hair shirt under his religious habit.

I have laid help upon one that is mighty, and have exalted one chosen out of My people; for My hand shall help him.—*Matins: Fifth Responsory.*

For the just man will not be troubled, whatever happeneth to him from God.—*Imitation: Book III.*

Ideal: How do you accept honors and compliments? Do you feel deep down inside that, well, it is coming to you? What if people outside knew you as God Who sees your innermost conscience knows you, do you suppose they would ever walk on the same side of the street with you?

Today: You thought while you read the above "I don't think I am any worse than the rest of them, and, anyway, I wouldn't think of doing some of the things I have seen others do." That is pride; you are exalting yourself and despising others.

Slogan: He that exalteth himself shall be humbled.

Jan. 11. ST. THEODOSIUS

The long life of this holy man was filled with self-sacrificing charity for others. The poor, the sick, the unfortunate, found in him a constant friend. Those who were associated with him felt that he walked in the presence of God.

This the people saw and understood it not, neither laid they this up in their minds, that the grace of God and His mercy are with His saints, and that He hath respect unto His chosen.—*Matins: Second Lesson.*

By day they labored, and much of the night they spent in prayer; though while they labored, they were far from leaving off mental prayer.—*Imitation: Book I.*

Ideal: You know St. Paul's lovely epistle on charity, do you not? That has reference particularly to love of God, but we are told too "He that saith he loves God and loveth not his fellow men is a liar."

Today: Do your companions readily turn to you for kindness? Do you readily "sponge" on others, or are you still considerate of the feelings of others even if you yourself are often imposed upon?

Slogan: Whatever you do unto the least of these, My brethren, you do unto Me.

Jan. 12. ST. AELRED, Abbot

St. Aelred left the royal court of Scotland to follow the call of God in the monastic life.

He entered the severe Cistercian Order. Throughout his life his associates found in him a sympathetic friend. His special devotion was the Passion of Christ.

Beloved of God and men, whose memory is in benediction. He made him like the Saints in glory, and magnified him in the fear of his enemies, and with his words he made prodigies to cease.—*Epistle: Book of Wisdom.*

In like manner, do not be inquisitive or dispute concerning the merits of the saints: who is more holy than another, or who greater in the kingdom of heaven.—*Imitation: Book III.*

Ideal: This saint left an earthly court for the immediate service of his King; became a member of the imperial bodyguard, as it were.

Today: Make a special visit or two to the church today; when you go in, tell Our Lord you have come in to do sentinel duty before His tent. Try to assure Him that you are honored—as indeed you are—to be allowed to stand before Him.

Slogan: I have chosen to be an abject in the courts of my God, rather than to dwell among thousands.

Jan. 13. ST. VERONICA OF MILAN

When St. Veronica became concerned about her lack of education the Blessed Virgin appeared to her and taught her three lessons: Purity of intention, abhorrence of murmuring or criticism, daily meditation on the Passion. Through practice she learned these lessons and became a saint.

Who would deny that this is a life which hath come down from heaven, seeing it is a life whereof it is not easy to find an example before God came down to dwell in a Body of clay.—*Second Nocturn: Sixth Lesson.*

I am accustomed to visit my elect in two manners of ways; namely, by trial and by consolation. And I daily read to them two lessons: One to rebuke their vices, and the other to exhort them to the increase of virtue.—*Imitation: Book III.*

Ideal: You notice that one of the three lessons taught this saint by Our Lady herself was abhorrence of criticism.

Today: When you are about to say something unkind of anybody, will you remember that you are on the verge of injuring the reputation of one of Our Lord's friends? Besides, to say an unkind thing about another proves you a coward of the deepest dye. You are afraid to say this thing to the person concerned and you are not big enough to control an instrument not three inches long.

Slogan: With my little bow and arrow, I killed Cock Robin.

Jan. 14. ST. HILARY, Bishop

St. Hilary was an intrepid defender of the divinity of Christ. Because of his uncompromising stand on the side of truth he was banished from France. During the time of his exile he composed the learned works on the Blessed Trinity which earned for him the title of "Doctor of the Church."

Novena for the Feast of the Espousals of Our Lady begins today.

Neither do men light a candle and put it under a bushel, but put it upon a candlestick, that it may shine to all that are in the house. So let your light shine before men that they may see your good works, and glorify your Father Who is in heaven.—*Gospel: St. Matthew v.*

He to whom I speak will quickly be wise and will profit greatly in spirit.—*Imitation: Book III.*

Ideal: When this man was banished from France, he wasted no time pitying himself, as you notice. He went right at something else.

Today: Learn to make the best of things. There are certain experiences that you must live through, anyway; you might as well gain merit by being resigned to God's will. Then, nothing ever happens that does not suit you.

Slogan: Not my will, but Thine be done.

Jan. 15. ST. PAUL, The First Hermit

This saint was very rich and highly educated. During the persecution of Christians he went to the desert trusting that Divine Providence would supply his temporal needs. His confidence was not misplaced. He lived to be 90 years old, subsisting on the simple diet of food to be found on an oasis. He spent his time in penance and prayer.

The just shall flourish like the palm tree; he shall grow up like the cedar of Libanus; planted in the house of the Lord, in the courts of the house of God.—*Introit: Psalm xci.*

Oh, how great is the abundance of Thy sweetness, O Lord, which Thou hast hidden for those that fear! But what art Thou to those that love Thee? What to those that love Thee with their whole heart?—*Imitation: Book III.*

Ideal: An example of the kind of man of whom the world says "He buried all his talent becoming a monk," this said St. Paul arrived at sanctity in the directly opposite manner to his namesake, the Apostle of the Gentiles.

Today: Different people have different natures, different dispositions, that is; but each person has the correct disposition for sanctity; all that is necessary is for the individual to use what gifts he has in doing his several duties well, one at a time.

Slogan: Be ye perfect as your Heavenly Father is perfect.

Jan. 16. ST. MARCELLUS, Pope and Martyr

St. Marcellus reigned during the troublesome days of the persecution of the Christians by Maxentius. For nine months this Pope was in the power of the tyrant who illtreated him and made him do the work of slaves. Rescued by the Christians and kept in concealment for some time, he was again seized and put to a lingering death.

The enemy shall have no advantage over him, nor the son of iniquity have power to hurt him.—*Gradual.*

It is a great honor, a great glory, to serve Thee, and to despise all things for Thee.—*Imitation: Book III.*

Ideal: Get a copy of the life of this saint today and read it; you will find it interesting to note in what peculiar fashion he earned his Heavenly crown, though he had been a Pope.

Today: A few days ago, you were given as slogan to "Be a fool for Christ's sake." This saint was. Shakespeare told us that we mortals are fools all, and we know it anyway, so let us be Christ's fools, and do our daily "stunts" for Him; He pays us with heaven for our service, regardless of our awkwardness, if only we have wanted to do well, and tried to.

Slogan: Take my heart, Lord; who but You would want it, knowing it as You do?—*Mother Loyola's Communion Prayer.*

Jan. 17. ST. ANTHONY, Patriarch of Monks

Hearing at Mass the words, "If thou wilt be perfect, go, sell what thou hast, and give to the poor," this saint gave away his vast possessions and retired to the desert where he lived on bread and water. The devil attacked him in visible form. The saint defied him with the words: "I fear you not; you cannot separate me from the love of Christ."

He was excelled by none in watchfulness and self-restraint. He surpassed all in long suffering, meekness, tenderness, lowliness, perseverance, and continual study of the Holy Scriptures.—*Second Nocturn: Fifth Lesson.*

Look upon the lively examples of the Holy Fathers, in whom shone real perfection and the religious life, and thou wilt see how little it is and almost nothing that we do.—*Imitation: Book I.*

Ideal: In order to escape from the dangers of the world, this saint left his home and went to live in the desert. When the devil tried to tempt him to sin, he kept close to God in prayer, and knew the devil could not harm him so long as he remained a friend of God.

Today: You have heard little boys boast "I ain't scared of nuthin'" and you have smiled at their foolishness. If you heard a person say "I'm not afraid of smallpox nor of leprosy; I can go anywhere," you would know that person to be crazy. Since our soul is so much more important than the body, does it not seem worth while to try to escape the devil?

Slogan: Fly from evil!

Jan. 18. ST. PETER'S CHAIR AT ROME

In making Rome mistress of the world, Divine Providence was preparing all things for the spread of Christianity. St. Peter saw that the capital of the world's empire was a strategic point from which might radiate the beneficent influence of the Gospel. It was at Rome, therefore, that he established his pontifical chair.

Thou art the Shepherd of the sheep, and the Prince of the Apostles, and unto thee hath God given all the kingdoms of the world. Therefore unto thee hath He given the keys of the kingdom of heaven.—*Third Responsory.*

Watch and pray, that ye enter not into temptation, saith the Lord.—*Imitation: Book III.*

Today, too, we begin the Unity Octave. If you appreciate your faith, pray for those who have not this gift.

Ideal: Perhaps you know people who can trace the descent of their family back through several hundred years, and can boast of great women and men who are their ancestors. What are a few hundred years, and a few great mortals in the ancestral line? As a Catholic, you may boast of a family that goes back two thousand years, and numbers countless men and women saints, and best of all, Christ Himself as head of the family.

Today: Say the Creed today just as devoutly as you can and then ask to sing the Holy God at assembly in thanksgiving for

the gift of faith. Tonight, in your night prayers say an Our Father with special attention to "Thy kingdom come."

Slogan: Thy kingdom come!

Jan. 19. ST. CANUTE, King and Martyr

St. Canute administered justice and enacted laws without respect to persons. To the virtues which constitute a great king, Canute added those which prove the great saint. He met death at the foot of the altar while kneeling in prayer.

O God, Who for the glory of Thy Church, didst vouchsafe to honor the blessed King Canute, by bestowing upon him the crown of martyrdom, and by the working of mighty miracles: grant, we beseech Thee, that, walking in his footsteps, we may ever follow our suffering Lord, and thereby deserve to enter into everlasting joy.—*Collect.*

What canst thou see anywhere that can last long under the sun?—*Imitation: Book I.*

Ideal: When the courtiers tried to flatter this king, he put them to shame in the manner you have read in the English history.

Today: Watch yourself today to see if ever you say things about yourself merely to draw out compliments from your listeners. Don't say complimentary things to others either, unless you never say the contrary about them.

Slogan: Flattery, like a two-edged sword, wounds him that gives and him that takes.

Jan. 20. ST. SEBASTIAN

This saint was one of the best officers in the Roman army. He was an intrepid fighter and a stranger to fear. By word and particularly by example he brought many to the faith. Called to account for his conduct and condemned to be shot to death by archers, he faced death unflinchingly. Left for dead by the archers, he was nursed back to health by the Christians. He was later beaten to death by clubs.

God is glorious in His saints, wonderful in majesty, doing wonders.—*Gradual.*

Thou must pass through fire and water before thou come to refreshment.—*Imitation: Book I.*

Ideal: One is naturally attracted to a man who has physical prowess, athletic ability, and with all that is also a splendid type of gallant manhood. Of such kind was St. Sebastian, the kind of saint you would like, and could not help it.

Today: If you have not already done so, get a copy of *Fabiola* and read it today. Watch for an opportunity to see the photoplay. If you think you have a great deal of courage, see if you can say "no" when you should.

Slogan: Better is he that ruleth himself than he that taketh cities.

Jan. 21. ST. AGNES, Virgin and Martyr

St. Agnes was only twelve years old when she was told to offer incense to the gods or be prepared to die. Many of those who witnessed the torture of this mere child were moved to tears. After sentence of death was passed, she stood erect for a moment in prayer, and then bowed her neck to the sword.

Let us keep with joy and gladness, the feast of this most saintly maiden, let us call to mind the holy passion of the blessed Agnes: in her thirteenth year she conquered losing death and finding life, because she loved the Only Giver of Life.—*First Responsory.*

If whole armies should stand together against me, my heart shall not fear. The Lord is my Helper, and my Redeemer.—*Imitation: Book III.*

Ideal: This lovely young saint, beautiful, wealthy, withstood the attacks of the judges who thought to win her over by threats or flattery. When offered a wealthy young prince in marriage, St. Agnes responded with her beautiful Bridal Hymn "He has placed a seal upon my countenance," etc.

Today: Choose St. Agnes for your patroness today. The Church has assigned her especially as an ideal for youth. Pray to her particularly for the grace of keeping your soul looking like your Mother's as closely as possible.

Slogan: Keep my soul like thine, my Mother.

Jan. 22. SS. VINCENT AND ANASTASIUS

Both of these saints suffered the most excruciating pains rather than deny their faith. After St. Vincent had been tortured he was put into prison where the angels consoled him and told him his end was near.

Come ye blessed of My Father, inherit the kingdom! I will render unto you a reward of your labors.—*Eighth Responsory.*

Here, therefore, men are tried, as gold is in the furnace.—*Imitation: Book I.*

Ideal: This saint was roasted to death. You can scarcely imagine a death like that. Perhaps you sometimes think you are making a very great sacrifice for your faith when you rise for an early Mass or walk several blocks through deep snow

and a cold wind. Balance your spirit of sacrifice with that of St. Vincent.

Today: Sacrifice is measured by love. Do you love God sufficiently to control an uncharitable tongue today? You will know tonight.

Slogan: Thou hast made our hearts for Thee, O Lord.

Jan. 23. ESPOUSAL OF THE BLESSED VIRGIN MARY TO ST. JOSEPH

On this day the Blessed Virgin was betrothed to St. Joseph. Let us keep right earnestly the Bridal-Feast of the Most Blessed Virgin Mary. The same is she whose lowliness the Lord regarded, she who by the message of an angel conceived the Savior of the world.—*Third Responsory.*

I am the Lover of purity and the Giver of all sanctity.—*Imitation: Book IV.*

Ideal: Look up a picture of the espousal by the great Italian artist. If you are interested to know why one of the young men on the side is breaking his staff, read the legend of the Blooming Rods.

Today: In our day of so many unhappy homes, we do well to pray to St. Joseph for a blessing on our own home and on the homes of those we love.

Slogan: Joseph was a just man.

Jan. 24. ST. TIMOTHY, Bishop, Martyr

St. Timothy was a friend and disciple of St. Paul. He was a close companion and fellow worker with St. Paul on many of the latter's missionary travels. As Bishop of Ephesus he received two letters from St. Paul which bear his name. He was stoned to death.

Novena for the Feast of the Purification begins today. Follow after justice, godliness, faith, charity, patience, mildness. Fight the good fight of faith; lay hold on eternal life, whereunto thou art called, and hast confessed a good confession before many witnesses.—*Epistle of St. Paul to Timothy, vi.*

In Me the love of thy friend ought to stand; and for Me is he to be loved whoever he be, that appeareth to thee good and much to be loved in this life.—*Imitation: Book III.*

Ideal: St. Paul called him "my beloved son Timothy." Have you ever read "Paul, Hero and Saint." Read it today, if you want the story of two real live heroes.

Today: The main reason for the success of men like today's saint was their willingness to work regardless of whether they got a great deal of attention from men or not. Will you try to impress it ever so deeply on your own mind that the only worthwhile regard is that of God?

Slogan: Write it on your heart that God's love only is worth striving after.

Jan. 25. THE CONVERSION OF ST. PAUL

St. Paul was born at Tarsus. While on his way to Damascus to persecute the Christians, a light from heaven suddenly shone around him that struck him to earth. He heard a voice saying: "Saul, Saul, why persecutest thou Me?" And he said: "Who art Thou, Lord?" And the Lord said: "I am Jesus Whom thou persecutest; it is hard for thee to kick against the pricks."

Lead us, great teacher, Paul, in wisdom's ways,
And lift our hearts with thine to Heaven's high throne;
Till faith beholds the clear meridian blaze,
And, sunlike, in the soul reigns charity alone.

—*First Vespers, Hymn.*

Give all for all; seek nothing, call for nothing back; stand purely and with a full confidence before Me, and thou shalt possess Me.—*Imitation: Book III.*

Ideal: And conversion it was. What wilt thou have me to do, was the submissive question of the man under his horse's feet. How do you act when you are met with some sudden affliction? Do you ever permit yourself the thought "What have I done that I should be so afflicted?" Ought we not rather to wonder that things go so well with us when we are so altogether undeserving?

Today: Ask St. Paul today to obtain for you what we all need and for which we so seldom ask, common sense.

Slogan: What wouldst thou have me do?

Jan. 26. ST. POLYCARP, Bishop, Martyr

St. Polycarp was a disciple of St. John. After a long life devoted to God and His Church, he was arraigned before the proconsul and ordered to curse Christ and go free. Polycarp answered: "Eighty-six years I have served Him, and He never did me wrong; how can I blaspheme my King and my Savior." At stake he thanked God for letting him drink of Christ's chalice.

Whosoever shall confess Me before men, him will I also confess before My Father.—*Lauds: First Antiphon.*

Then is he weary of longer life; and wisheth death to come, that he may be dissolved, and be with Christ.—*Imitation: Book I.*

Ideal: At the age of 86 this dear saint was burned to death

in the amphitheater for his faith. The deeds we consider so very heroic in our own life dwindle away when we think of what some real heroes have done.

Today: You may never be called on to give up your life in martyrdom, but you are asked daily to endure little inconveniences patiently. Get into the habit of believing that everything that happens is a special gift of God meant to advance your sanctity.

Slogan: Every hour comes with some little fagot of God's will fastened upon its back.

Jan. 27. ST. JOHN CHRYSOSTOM

On account of the golden stream of his eloquence, this saint is called by the Greeks, "the golden-mouthed." He was a lawyer and a man of the world of much eminence, before he turned his great intellect and wonderful industry to the study of things sacred. He died in exile with the words on his lips: "Glory be to God for all this."

Let those that put their trust in Thee, rejoice: Let them ever shout for joy, because Thou dwellest in them: Let them also that love Thy name be joyful in Thee. For Thou wilt bless the righteous.—*Matins, Psalm v.*

Speak, Lord, for Thy servant heareth. I am Thy servant; give me understanding, that I may know Thy testimonies. Incline my heart to the words of Thy mouth; let Thy speech distil as the dew.—*Imitation: Book III.*

Ideal: Chrysostom means golden-mouthed. He received his name on account of his lofty eloquence. He spoke "in season and out of season" for the furtherance of God's glory. Have you ever wondered what title would best suit your tongue?

Today: If you have ever made a retreat, you know how easy it is to be good when you do not speak. St. James, as you know, says that he that offends not with his tongue is a perfect man. Watch yourself for one day and keep account how many times you fail in the proper use of your tongue.

Slogan: But the tongue is a fire, a world of iniquity.

Jan. 28. ST. CYRIL OF ALEXANDRIA

St. Cyril was a formidable opponent of the heresiarch Nestorius, who denied that the Blessed Virgin was the Mother of God. St. Cyril suffered much but in the end truth triumphed and St. Cyril received the honor due him.

May Thy Saints, we beseech Thee, O Lord, everywhere rejoice us: that while we recall their merits, we may feel their patronage.—*Secret.*

And if thou arrive at an entire contempt of thyself, know that then thou shalt enjoy an abundance of peace, as much as is possible in this thy earthly sojourn.—*Imitation: Book III.*

Ideal: One would say that this saint had notions of his own; and he did and he stood by them. But when he was told by the Holy See to relent from his severity with the heretics, he obeyed at once.

Today: Have convictions! Do things because you think they are right, but be willing to change your methods of procedure when those who should know tell you to do so. Think this over today: how many of the things you do by daily routine are done because they are right?

Slogan: Know you're right; then go ahead; but—*know* you're right.

Jan. 29. ST. FRANCIS OF SALES

This saint took the degree of Doctor of Laws, both Civil and Ecclesiastical, at Padua, with much distinction. Though by nature hot-tempered, he became the gentlest of saints. By meekness and kindness he converted 72,000 Calvinists. "You can catch more flies," St. Francis used to say, "with a spoonful of honey than with a hundred barrels of vinegar."

O God Who, in order that souls might be saved, didst will that blessed Francis should become all things to all men; fill our hearts, we beseech Thee, with that charity which is sweet; so that, guided by his teaching, and having part in his merits, we may attain unto everlasting happiness.—*Collect.*

He that hath true and perfect charity seeketh himself in nothing, but only desireth God to be glorified in all things.—*Imitation: Book I.*

Ideal: This hot-tempered man gained such control of himself that even intentional provocation could not disturb his serenity. He labored among the most stubborn of Calvinists and converted 70,000 of them winning them over by his unperturbable meekness.

Today: Do you find it hard to keep cool? St. Francis proves what can be done. Keep a record that only you shall see of how many times you are impatient this morning; how many times this afternoon, and keep that up for a week and see how much you can improve in that time.

Slogan: Learn of Me for I am meek and humble of heart.

Jan. 30. ST. BATHILDIS, Queen

St. Bathildis was an Englishwoman who was sold as a slave in France. Her gentle self-forgetfulness made her a favorite. King Clovis II was attracted by her virtuous life and made her Queen.

This unexpected elevation made no change in her attitude toward others. The sick and the poor were objects of her tender solicitude.

She openeth her mouth with wisdom, and in her tongue is the law of kindness. She looketh well to the ways of her household, and eateth not the bread of idleness.—*Matins: Third Lesson.*

Without charity, the outward work profiteth nothing; but whatever is done out of charity, be it ever so little and contemptible, it is all made fruitful; inasmuch as God regardeth more out of how much love a man doth a work, than how much he doth.—*Imitation: Book I.*

Ideal: This lovely saint was taken from her home and made a slave. She was so dutiful that her master soon made her the mistress of his household. She turned this opportunity to wonderful advantage by serving the poor and giving such good example that she won many to a good life and to Christianity.

Today: You have another example today of one who "made the best of things." No matter what situation you must meet, no matter how difficult your way, some saint has gone through that and worse; and always you have the example of our Savior Who endured more than all the saints combined. Resolve today to make the best of things. You must pass through certain hardships anyway; you may as well gain merit in passing.

Slogan: Not my will but Thine be done.

Jan. 31. ST. PETER NOLASCO

St. Peter spent all the money he possessed in delivering Christians from captivity. He was one of the cofounders of the Order of Our Lady of Mercy.

O God Who, after the example of Thy charity, didst divinely teach holy Peter to render Thy Church fruitful in a new progeny for the redemption of the faithful; grant through his intercession, that being loosed from our sins we may enjoy perpetual liberty in our heavenly country.—*Collect.*

"Hope in the Lord," saith the Prophet, "and do good, and inhabit the land, and thou shalt be fed with the riches thereof."—*Imitation: Book I.*

Ideal: This very busy man was asked in a vision by God to help found a religious order for the ransom of captives. That would take a great deal of time, but he managed it very nicely, chiefly because he loved God so much that he didn't feel he was working extra at all.

Today: Do you ever say, when asked to do a kindness "Well, really if I had time," etc.? Think of your fellow men as "other Christs" when they ask you a favor and you will scarcely refuse them anything within the bounds of right principle.

Slogan: Whatever you have done to the least of these My brethren you have done unto Me.

Practical Aids for the Teacher

Editor's Note. On these pages we shall present summaries of and quotations from recent articles and books on the practical problems of the classroom teacher and administrator.

A special invitation is extended to Catholic teachers, supervisors, pastors, and principals to contribute to these columns descriptive articles on methods of teaching or the interesting results from projects they have developed in their classrooms.

TEACHERS' MEETINGS

John P. Tracy

I. Opinions and Practices Regarding

A. Opinions:

1. Teachers regard them as a necessary evil.
2. Necessary, yet most disliked of all school duties.
 - a) Additional hour added to working day.
 - b) Many things presented lack importance.
 - c) Improper handling by the principal.

B. Practices:

1. Called at fag end of day.
2. Seldom begins on time.
3. Lacking in plan, help, and inspiration.
4. Discussion often monopolized by few.
5. Oftentimes reach no definite conclusions.
6. Wrong types of meetings:
 - a) Bulletin-board type.
 - b) Grievance-day type.
 - c) Grumbling type.
 - d) Lecture-by-the-principal type.
 - e) Routine-business type.

II. Why Essential

1. Educational work changing and expanding.
2. To acquaint teachers with principal's ideas and ideals.
3. To promote professional growth.
4. To make work of the school uniform.
5. To bring about unity, loyalty, and ambition.

III. Considerations for Successful Program

1. Have definite objectives.
2. Decide upon general line of work.
3. Welcome suggestions from teachers.

4. Have meetings be source of professional inspiration and new life.
5. Lead the teachers.

IV. Types of Meetings

1. Social.

- a) Parties to new teachers.
- b) Get-togethers.

2. Administrative.

- a) Numerous at beginning of year.
- b) Purpose — Informing staff, as a mass, of plans of organization.

3. Supervisory.

- a) Increased recently.
- b) Confined to discussion, demonstration, and investigation of factors of classroom instruction.

4. Miscellaneous.

- a) Represent attempts of combining above three types.
- b) May be necessary, but exert little influence upon practices of instruction.

V. Types of Objectives

1. Pupil problems.

- a) Securing good attendance.
- b) Truancy, its causes and remedies.
- c) Building up pupil coöperation.
- d) Making special days useful.
- e) Building up a school spirit.

2. Classroom problems.

- a) The study lessons.
- b) The review lesson.
- c) The art of questioning.
- d) Habit formation.
- e) How and what to memorize.
- f) Attention and interest.
- g) Stimulating thinking.
- h) Socializing the school.
- i) Economy in classroom management.
- j) Variability of teachers' marks.

3. Pupil-differences problems.

- a) Individual differences.
- b) Promotions.
- c) Best bases for promotion.
- d) Retardation and acceleration.
- e) The average pupil.

- f) The superior group.
- g) Special opportunities for ability.
- 4. Miscellaneous school problems.
 - a) Routine work on organization and administrative problems.
 - b) What do our boys and girls do outside of school hours?
 - c) How may we build up our parent-teacher meetings?
 - d) Devices for interesting careless and indifferent pupils.
 - e) Best methods for handling the written work of pupils.
 - f) Our school savings bank in relation to the corner grocery and drug store.
 - g) Forming ideals and ambitions.
 - h) School excursions and how to conduct them.
 - i) Reading for appreciation.
 - j) Why it pays to go to summer school.
- 5. Educational Tests and Measurements. (Possibly whole semester or year; adapted to needs of school.)
- 6. Study of a good professional book or books.
- 7. Objectives in the different subjects in the course of study.
- VI. *Time, Frequency, and Place*
 - 1. Fix after consideration with teachers at beginning of term.
 - 2. Adhere to schedule.
 - Time:
 - a) Early in week.
 - b) Short if after close of school.
 - c) Before school opens.
 - d) Lunch hour—sometimes satisfactory. (If work is routine.)
 - e) No Saturday meetings.
 - f) Twice monthly if schedule is heavy.
 - Frequency:
 - a) Depends upon program outlined for the year.
 - b) Frequent enough to enable principal to carry through definite plan or campaign.
 - Place:
 - a) Most comfortable and pleasant room in the building.
 - b) Gathering around common table usually promotes discussion. (Use of table for "psychology tea"—10-15 minutes.)
 - (a) Relaxes strain of day.
 - (b) Promotes good feeling.
 - (c) Gives fresh vigor for thinking.
- VII. *Basic Criteria for Supervisory Meetings*
 - 1. Carefully planned, definite, and purposeful.
 - 2. Organized around the needs of the teachers.
 - 3. Provide for maximum of teacher participation under guidance of the principal.
 - 4. Be related to what has preceded and lead on to new advances.
- VIII. *Principal's Organization and Part in*
 - 1. Outline for semester or year.
 - 2. Bibliography of professional readings.
 - 3. Notify teachers in advance of special reports.
 - 4. Divide meetings into proper types.
 - 5. Participation. (Guide only if possible.)
- IX. *Checking results*
 - 1. Further supervision of classrooms stressing points covered in meetings.
 - 2. Teachers' advances in professional growth.
 - 3. Increased use of professional books and magazines.
 - 4. Attitude toward supervisory meetings.
- X. *Rules and Cautions*

- 1. Avoid trying to do too much in any one meeting or series of meetings.
- 2. Do not try to do all the work alone. Ask different teachers to take part.
- 3. Try to get all the teachers, as far as possible, into the discussion, by asking questions of them if they do not enter in voluntarily.
- 4. Keep the meeting as informal as conditions will permit, but be able to hold everyone to the question so that the meeting will move along.
- 5. Keep the questioning and discussion constructive.
- 6. If a professional book is used as a basis for the discussion, use teachers to present the work of the day, and small groups of teachers to plan the discussion.
- 7. Do not hold the meetings too long.
- 8. If a demonstration lesson is to be given, know in advance exactly what is to be taught and the outlines of the lesson plan.
- 9. Permit interruptions by questions, as this is a good sign of teacher activity.
- 10. Although you expect all teachers to be present, do not wait for tardy ones.
- 11. Keep the meeting well balanced and well timed. Keep some time for a general discussion.
- 12. To conclude a meeting properly, always save a few minutes to sum up the points, pro and con.
- 13. At the close of the meeting, announce the topic for the next meeting, and the leaders for the day.
- 14. Keep the meetings largely for yourself and your teachers, and ordinarily do not bring in outside persons to talk to the teachers. If teachers from other schools want to attend, allow them to do so.

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The Soundness of Catholic Education

Catholic education based upon and guided by supernatural, other-world values as it is, nevertheless is an educational system guided in its practical aspects by human common sense. No fantastic theories, no matter how plausible they may seem; no purely experimental systems, no matter how well recommended they may appear to be at first, are permitted to overthrow or transform those common-sense principles of study and action which have been wrought out slowly, painfully but surely through many centuries of patient, first-hand observation of the realities of human nature, and the ascertained laws of human mentality.—*Michael Williams.*

INTRODUCTION OF THE BANANA TO THE NEW WORLD BY REV. FATHER TOMÁS DE BERLANGA

P. K. Reynolds

Statues and memorials without number have been erected to do honor to valiant warriors and courageous explorers. But few are the monuments which record the heroic sacrifices of the brave missionaries who brought the light of the Gospel to pagan lands. Quietly and modestly these brave soldiers of Christ bring the saving knowledge of the Kingdom of God to those who wander in the darkness of ignorance and superstition.

History does not always record the civilizing influence of the missionaries of the Church. Very often the missionary has been the means of teaching a people how to eliminate pestilence, alleviate pain, and overcome hunger. Such a missionary was the Reverend Father Tomás de Berlanga. His name is closely associated with the introduction of the banana into the New World. History records the fact that this eminent missionary in 1516 was the first to bring the banana to America. He taught the people he came to evangelize how to cultivate this nutritious fruit which has since become an important staple food of the Western hemisphere.

An appreciation of the contribution of Father de Berlanga to western civilization may be found in the writings of Oviedo, the Spanish historian who made five visits to America before his death in 1557 and who has the distinction of writing the first natural history of the New World. Oviedo, in describing the introduction of the banana into the New World, states: "There is a fruit here (Santo Domingo) which is called *Platanos* (the name for the edible banana) — nor did they use to be in the Indies but were brought hither — One hears on all sides that this special kind of fruit was brought from the Island of Gran Canaria to Santo Domingo in the year 1516 by the Reverend Friar Tomás de Berlanga of the Order of Predicadores. From here they spread to other settlements of this island and to all other islands peopled by Christians. And they have even been carried to the mainland and in every part they have flourished — The first ones were brought, as has been said from Gran Canaria, and I saw them there in the very monastery of San Francisco in the year 1520. Also they are in the other Fortunate or Canary Islands and I have heard say that they are found in the city of Almeria in the kingdom of Granada. They say that this plant was passed thence to the Indies and that to Almeria it came from Levant and from Alexandria and East India."

Continuing Oviedo pays Father de Berlanga this beautiful tribute: "He was appointed Bishop of Castilla del Oro en la Tierra-Firme (Panama) because he is in truth a very religious person and of great example, and such an honor well befits him, because his doctrine has been very beneficial in these parts for things referring to the service of God our Lord, and for such he was selected, he being modest, never having requested or solicited the honor."

Little more than the above is known of Father de Berlanga's life. The place of his birth, how he came to the Canary Islands, even the time and place of his death — all of these vital facts are buried in the past. But the memory of his unselfish service in giving to the New World a beautiful example of Christian zeal and devotion and introducing a valuable food for nations yet unborn has endured for four hundred years.

It had been known from the earliest days that the roots of the banana plant could be carried long distances and that it would take root and grow in a suitable soil and climate. By the trade which flourished across the Indian Ocean in the first ten centuries of the Christian era, the banana was established on the east coast of Africa. From there it was gradually carried westward 4,000 miles across the Dark Continent to the Guinea coast. Here it was found by the Portuguese when they arrived in 1482 and they, in turn,

brought the plant with its African name "banana" to the Canary Islands. The next great step in the world-wide journey of the banana was when it was carried by Father de Berlanga among his scanty possessions across the Atlantic to his mission in Santo Domingo.

Such was the history of the coming of the banana to the New World. Scientists agree that this fruit with its near relative, the plantain, was not native to America. The ancient Indian tribes of tropical America had no word for the banana, nor did they leave among their records any pictures or references to it.

Without this dependable, easily grown fruit food the history of tropical America would have been very different. Dr. William Wright in his "Account of the Medicinal Plants Growing in Jamaica" (*London Medical Journal*, Vol. 8, 1787) wrote: "The banana is never eaten green; but when ripe is very agreeable, either eaten raw or fried in slices as fritters. Plantains and bananas are eaten by all ranks of people in Jamaica; and but for the plantains the island would scarcely be habitable, as no species of provision could supply their place."

The next and final stage in the journey of the banana was to the colder countries of the North. As late as the middle of the nineteenth century, travelers and naturalists wrote of the banana as a delicious fruit and a valuable food for the tropics, but did not conceive of its use in colder climates. Its portability, now a familiar fact, was not then realized, and its possibilities through modern transportation as a staple food for the peoples of the temperate zones were not foreseen.

Within comparatively recent years the banana industry has contributed definitely to the solution of the problem of the natural food supply both in America and Europe and has given to the markets of the temperate zones at all times an inexpensive and nutritious food fruit, quite different in character and flavor from any of the fruits of the cooler climates. Furthermore, the industry has been an important factor in creating a better understanding between the United States and the Caribbean countries and has contributed materially to their commercial development.

In the long and interesting history of the banana there is no more dramatic picture than that of Father Tomás de Berlanga, the pioneer missionary, setting out on his long and perilous voyage to the New World and introducing the plant which has been such a boon to the people he came to convert. Thus this heroic missionary is known not only for his spiritual but also for his material contribution to the happiness of untold generations of men, women and children.

INDULGENCE FOR CATECHISM

An excellent summary of the increased indulgences granted by our Holy Father, in his Apostolic Letter of March 12, 1930, to encourage the teaching and study of religion, is contained in *The Maryhurst Messenger* for November, 1930, published at Kirkwood, Mo. It reminds that "all those who either give or receive instruction in Christian doctrine for half an hour, or not less than twenty minutes, on at least two occasions in a month, may gain a Plenary Indulgence twice in the month on any days of their choice, on the usual conditions: Confession, Holy Communion, visit to a church or public oratory, prayers for the intentions of the Sovereign Pontiff. . . . An indulgence of one hundred days is granted to teachers and taught every time an instruction is given for the space of time prescribed."

And this timely suggestion is added: "It might be well to recall these favors every now and then to our pupils before the prayer at the beginning of our Religion course."



Humility is a true estimate of ourselves which causes us to take our right place towards those above us and those below us. In a word "Humility is truth." — *The Tablet*.

A SHORT LECTURE ON THE GULF STREAM FOR PUPILS IN HIGH SCHOOL

Sister Lucy Le Sage, M.A.

Besides the fluctuations occasioned by the winds and the attraction of the moon, the sea possesses other movements caused principally by the unequal distribution of heat on the surface of the globe. When in a fluid mass, the different parts do not have the same temperature, currents are formed that tend to distribute their heat uniformly. In this way, a circulation is established, the warm liquid flowing toward the cold liquid and the cold liquid flowing toward the warm liquid, until the same temperature is established in the entire mass. But if for one cause or other, the equality of temperature is not established, the circulation will continue indefinitely. According to the foregoing principle, a continual exchange of water is established between the warm water of the seas at the equator and the icy waters of the seas at the poles.

Of the numerous currents that vivify the seas, the most important, for us, is the Gulf Stream, of the Atlantic Ocean. This current is called Gulf Stream because it takes its source in the Gulf of Mexico. It is a river of tepid water flowing through the colder waters of the sea. Its bed and its shores are the cold water of the ocean. The two giant rivers, the Amazon and the Mississippi do not carry the thousandth part of the water carried by the Gulf Stream, and the heat that it carries would be sufficient to melt a mountain of iron. The Gulf of Mexico is an immense reservoir which receives the vertical rays of the sun on its surface and is warmed at the bottom by emanations of subterranean heats. Its islands, its shores, are bristling with volcanic air holes whose frequent convulsions reveal the working of the immense furnace underneath its waves. It is possibly there, that the Gulf Stream receives its enormous provision of heat which it distributes on its way to the pole; enough of it is left to melt some of the polar ice at the end of its long journey.

The current flows to the sand banks of Newfoundland, there, a part of it plunges under the cold waters of the ocean and forms an undercurrent directed toward the pole, while the remainder remains at the surface and is deflected eastward. Near the Azores, the current at the surface of the water divides into two branches, one after following the coast of Africa reënters the Gulf of Mexico, while the other continues its direction toward the north where it approaches the coast of France, England, and Sweden, and finally disappears at North Cape, where it plunges under polar ice.

At its source, the Gulf Stream measures a width of about 35 miles and a depth of about 2,000 feet. The rapidity of its course is, at first, about five miles an hour, but it decreases gradually, although it preserves considerable speed to the end. Its waters are of a beautiful blue tint, and are outlined neatly on the green of the ocean water. This strange stream, that flows in waters colder than its own, maintains itself, nevertheless, embanked within its fluid shores, until it reaches the Azores. There is no mixture between the blue and the green waves, until it reaches that point, but farther on, the Gulf Stream leaves its embankment, and its tepid waters are mixed with the waters of the ocean.

If it were not for the addition of this heat, brought by the Gulf Stream from the countries of the sun, the winters in England, Ireland, and Norway, would be much more rigorous. It is not simply heat that the Gulf Stream carries to the lands of the north, it also carries combustibles. Trunks of trees, carried from the coast of Louisiana and Florida, are thrown on the coast of North Cape and Spitzbergen, where the inhabitants of these barren regions, pick them up and use them as fuel.

Branches of bamboo, pieces of sculptured wood, trunks of pines, until then unknown, carried as far as the Azores by the Atlantic Current, contributed to the discovery of Amer-

ica, by confirming in the mind of Columbus, the belief that unknown lands lay toward the west.

The Gulf Stream and the branches that leave it to coast along Africa, and reënter the Gulf of Mexico, circumscribe a part of the Atlantic, larger than the Mediterranean Sea. It is called Sargossa Sea. In this basin marine plants and animals are piled and multiplied until they form a floating entanglement where ships force a passage with difficulty. It was with much apprehension that the first explorers of the Atlantic, ventured to pass these oceanic meadows. Columbus, himself, in his first voyage, was strongly impressed by this spectacle, new to him, and it was necessary for him to use all the firmness of his character, to cross this insidious sea, despite the murmurs of his companions. This island of weeds threatened, every moment, to retain his frail vessels captive in the networks of its surface and added much to the dangers encountered in his voyage.

The Gulf Stream is also a food bringer to the colonies of corals which exist in the warmer portions of the ocean, and it, therefore, aids in the building of many lands in the sea. The Bahamas, the Bermudas, the southern end of Florida, and the multitude of islands in the south Pacific, are coral islands made from the skeletons of creatures nourished in the warm waters of the ocean currents.

THE CASE METHOD

Writing in the *School Review* (September), Everett C. Hirsch, superintendent of schools of Rice Lake, Wis., explains how the case method of dealing with individual difficulties of pupils is used in his high school. He finds, from experience, a new source of disciplinary troubles and says:

"Antisocial or unsatisfactory behavior in school should be treated as symptoms of difficulty rather than as a difficulty in itself. A certain type of behavior is in most instances symptomatic of a certain type of difficulty, just as certain conditions are symptomatic of tuberculosis or appendicitis. A listless, indifferent or recalcitrant attitude on the part of a pupil has a definite cause, which can usually be cured provided it is recognized and properly diagnosed."

The following six classifications of causes for trouble with a number of subdivisions under each are mentioned: physical defects, personality difficulties, defective foundation, ineffective habits of work, social difficulties.

The teacher must secure the information necessary for a diagnosis of the case. This may be done by (1) observing the pupil at work, (2) study of written work and tests, (3) private conferences with the pupil and others, (4) self-study by the pupil. Forms for recording case histories are supplied. The pupil is asked to answer a list of 30 questions covering his own explanation of his difficulty, his personal habits, how he spends his time, his purpose for study, his future plans, etc. The following is one of the case histories cited with a concise enumeration of pertinent facts. The difficulty here was classified under ineffective habits of work:

"*Diagnosis:* This pupil was reported as failing in her work. A study of the case revealed that she had entered a rural school at seven and one-half years of age and that she had skipped the fourth and sixth grades. On entering high school she seemed to have a lazy, self-satisfied attitude, and her mental responses were very slow. Her work was often carelessly done and was untidy. She belonged to some of the girls' clubs but did not seem to have much interest, nor initiative in their activities. She had few friends and was usually alone. She lived with an aunt while attending school and had very little to do. She spent her evenings at the public library, where she delighted in just 'hanging around.' She drew few books.

"*Remedial Procedure:* As she had no plan of work and no scheduled time, place, or procedure for study, her adviser outlined a plan for her. An effort was made to teach her how to study. The coöperation of the aunt was solicited in keeping the girl home evenings and in having her do some homework."

PROJECTS FOR THE SEWING ROOM

One of the most interesting projects is to teach the class the value and importance of the right selection of needles and threads. Unless this important fundamental point in sewing is thoroughly understood and grasped by the student, she may have difficulty in this respect all through her life.

A perfect stitch can be obtained only when the thread is selected to suit the fabric which is to be stitched and the needle is the correct size for the thread. If a needle is too fine for the thread and the material to be sewn, it is quite likely to break when crossing a seam. If a large needle is used on fine material, the perforations made by the needle will show on the finished work, and the stitch will be slanting in various directions.

Consult the Needle and Thread Chart. A table of the correct needles for the various sizes of silk and cotton thread is given in the instruction book for each machine and the teacher should explain carefully and fully why the best results can be obtained by carefully following the instructions given in this table. This table should also be carefully followed by the teacher when ordering needles and when changing needles for various classes of work.

Chain-stitch machines take a different class of needles from that of lock-stitch machines and a careful comparison of the selection of needles and threads will help eliminate many sewing troubles later on.

Testing of Needle. Sometimes needles become bent or the point becomes dull. A needle with a dull point will make a tapping noise as it penetrates the material and should be immediately changed. A bent needle will cause dropped stitches. To test a needle place the flat side of the needle on the slide plate of the machine or any other perfectly flat solid surface. Hold the needle flat to the plate and the plate up to the light. A perfect needle will show an even amount of light under it and the point will be in line with the shank; while a crooked or bent needle will show closer to the plate or further from it at the point. Good sewing cannot be done with needles that are bent or dull.

Setting the Needle Properly. Sometimes the students have trouble in the setting of the needle in the machine and it will repay the teacher if she will cover this project in the beginning. In order to set the needle properly it is necessary to turn the balance wheel over toward the operator until the needle bar is raised to the highest point. Then loosen the thumb screw of the needle clamp, place the new needle in the needle clamp making sure that the flat side of the needle is against the needle bar. In other words, have the flat side of the needle to the right. Push the needle up as far as it will go and tighten the needle clamp.

Sewing-machine needles have a short groove at the eye on the same side as the flat on the shank while the other side of the needle has a long groove. The thread must lie in this long groove when sewing and if the needle is not placed correctly in the machine it will not form a stitch.

The testing and setting of needles is not only necessary as a fundamental part of the teaching of machine sewing, but is an interesting project and holds the attention of the pupils.

Regulating the Length of Stitch. The length of stitch should be regulated to suit the thread and material to be sewn. In other words, after giving all other conditions careful attention, do not spoil the sewing by using a stitch that is too long and coarse. When stitching fine material, use a fine needle, fine thread and a short stitch. Heavy material requires a coarse needle and thread and a long stitch.

About 20 stitches to the inch makes a desirable stitch for ordinary sewing. To count the stitches, sew on a double thickness of muslin, measure off one inch with a ruler and count the stitches. The stitch regulator is plainly evident on all sewing machines, and the instruction book contains detailed information as to how to regulate the length of stitch.

A MINIMAL SPELLING LIST

Grade 5A

Under the direction of Mr. E. A. Nifenecker, of New York City, a group of teachers some time ago subjected the available scientific studies in adult and children's vocabularies to an analysis. From the combined list of words 2,500 were selected as a minimal list, to be used in grades two to eight inclusive. The following list of 241 words was suggested for use in grade 5A.

acre	ditch	length	reduce
afterward	double	lettuce	refuse
against	drawer	level	regard
agreed	during	liberty	remainder
aisle	edge	lily	remember
allowed	eighteen	loss	replied
angry	electric	lying	reply
answered	inclose	main	return
appear	enjoying	manage	rifle
attack	envelope	manner	rise
attend	everything	married	rough
auto	except	marry	saddle
await	expect	maybe	scatter
bathe	express	medal	scissors
beautiful	factory	mischievous	score
beginning	fancy	mistake	section
believe	fever	moment	separate
beneath	fierce	narrow	several
birth	fifth	nation	severe
biscuit	folk	nature	shepherd
borrow	following	needed	shipped
bruise	force	neighbor	shock
cabbage	forenoon	ninety	showed
capture	forest	northern	shown
careless	forth	noticed	sign
carpet	fortune	object	single
carriage	forward	oblige	skating
carried	friendly	odd	skirt
carrying	frightened	omit	sleeve
cause	furnace	oyster	slipper
ceiling	furniture	painted	spare
center	gentleman	palace	sport
chance	gotten	peace	square
changing	governor	perhaps	stock
charge	greatly	person	strange
cheap	group	picnic	studied
cheerful	guide	pity	studies
chose	habit	planned	suppose
cities	hardly	pleasant	surprised
cloak	headache	policeman	switch
coach	heaven	post office	tailor
coast	hire	potatoes	tax
collect	history	practice	telegram
colored	hoping	president	thus
common	however	prevent	tobacco
contain	human	problem	towel
content	hurried	product	training
correct	husband	proper	trial
couple	improve	prove	trust
crowd	include	public	useful
cruel	indeed	purple	using
daily	inspect	purse	view
death	instead	quarrel	visitor
delay	jewel	quickly	waste
deny	judge	raisin	wherever
deserve	known	ranch	within
dirty	ladder	rather	woolen
discover	ladies	reason	worry
display	language	receive	worst
distance	least	received	wound



COURSES FOR CATHOLIC TEACHERS

The Brooklyn Catholic Teachers' Association, under the auspices of St. John's College, Brooklyn, is offering several courses on Catholic liturgy, Bible study, church history, and modern ethics.

COMPETITION, THE LIFE OF INDUSTRY AND INTEREST

Sister M. Ursuline, O.P.

I have been using the following plan with an eighth grade since September, 1929, and it has proved very satisfactory. If you ever have a class hard to discipline and perhaps not interested in its work, do try this method of competition, which, I assure you will bring results far beyond your expectation.

After a few weeks of school, when I had become acquainted with my class, I organized the group into two equal divisions. I then suggested that they vote for a name for each side. They were delighted with this idea, and in a few days one division had decided on the name "Hustlers," and the other chose the title, "Speeders." I could see that interest was already keen. Next, we voted for captains and subcaptains for each division. Both sides chose their best members for these offices.

It at once became evident that we would have to draw up rules by which each pupil could merit honor points for his division. For each subject, I prepared a chart on which I could record their daily grades. These charts were posted on the classroom bulletin board, where they could be seen by all. I also made a conduct chart and a homework chart. The following are the rules that governed the awarding of honor points:

1. Recitations in any subject meriting A or A+ gave an honor point. (B+ may occasionally deserve a point. The teacher is to judge.)

2. We had written spelling of twenty words daily except on Friday. This day each week was set aside for contest. Each day's papers were returned the next day at the spelling period. The captains of each division called the names of the pupils, and gave the grade received, while the subcaptains put the marks on the charts. At the same time, another pupil was appointed from each division to add the marks on the board and find the general average of the opposite division. The side having the highest average received ten honor points. It was interesting to observe their reaction toward a member who brought down his side by lack of study. On Friday, when the papers were given back, each pupil with four 100's received five honor points for his division. Absent pupils were always most anxious to make up work in order to get the credit. After this, we had our weekly spelling contest; the side standing longest received a certain number of points (teacher should give as she thinks fair).

3. All test papers grading between 95 and 100 per cent brought honor points to the proper division.

4. Compositions deserving 95 to 100 per cent also gave honor points.

5. The Safety Patrol boys were required by Mr. Parkins to give safety talks to different classes in our building and also in outside schools. I took this opportunity for giving honor points to the student who brought an A mark for his talk from the teacher before whose class he spoke.

6. Public talks on Friday afternoons were also given honor points.

7. Later in the year, we thought it would be a good plan to take away honor points for any grammatical errors made on either side during school hours. This caused great excitement for a time, because a few rather careless pupils made mistakes so frequently that quite a number of points were lost on either side. They soon began to take great care in the way they expressed themselves. Mistakes were corrected by pupils who had before given very little attention to their English. They even noted mistakes made by outsiders who visited the room.

If you have a clear glass in your door, as I have, you can also try this plan. I had two cards printed. One read: "Hustlers are Ahead!" and the other "Speeders are Ahead!" I also had one that read "STOP! LOOK! LISTEN!" At 3:30,

the division ahead had its card placed in the glass of the door so that members of the other classes read as they passed. Two teachers told me how eager their pupils were to see which division was in the lead.

8. If a side kept its card in the door every day for a week, its members received ten points more.

Of course, the pupils spoke of this contest at home, and the parents became interested too. One mother told me that her boy, who had been absent because of sickness, asked her at the end of the day to please call up one of his classmates to find which division was ahead. This pleased her so much that it was the first thing she spoke of when next we met.

9. At the end of the month, when report cards are given out, pupils having A grades received points for their divisions.

10. The side scoring the greater number of honor points by the end of the month, received an honorable mention in the school paper, and the score was published, too, as well as posted on the public bulletin board. The scores sometimes ran into the 500's. The division that won three months or two months out of three, was given a party by the losing division.

Interest increases each month. We have just finished April, and each side seems to challenge the other for the honor points for May. I am as eager as they to begin Monday to see which division will be in the lead at the end of the first day of the new month.

At times during the past months excitement ran so high that a captain would ask if his division might have a meeting after school. I would give permission and watch with amusement to see what it was all about. The captain would urge the group to work their hardest in every subject to try to beat the opposing side. It was almost laughable to see how serious they were, and how the slower students would be admonished by the captain to study harder at home to promote the standing of the division.

I could give many other instances that showed interest both in and out of school. I am certain that this plan has been the secret of our year's success and I believe it well worth a trial by other teachers. I admit that it entails additional work upon the teacher, but I am certain that the results will amply repay the labor. I wish each and every one who tries the method will meet the same success that I have experienced.

OPPORTUNITY PLAN OF INSTRUCTION

To remedy the difficulties of the conventional type of class instruction E. W. Hume, inspector of public schools at Toronto, Canada, offers what he calls the Opportunity Plan of Instruction.

The difficulties he found under the usual type of instruction were that it required the teacher to do a great deal of talking to the class and left very little chance to discover the difficulties of the individual pupil. Neither was time set aside for instruction or further work in a subject for which a pupil has a particular aptitude. The assignment was the same for all.

Under the opportunity plan, which Mr. Hume calls a proved method of education, not an experiment, children proceed at their own rate of speed. Assignments are given which lead children to do work by themselves, to develop their initiative, to search out and select information of value.

For example, for an English assignment children bring poems describing the beauties of the British Isles and read them to the class. For geography in their study of Japan they describe a day in a Japanese school and tell not only what they study, but what games they play. A list of reference books is placed at their disposal.

The plan enables the teacher to give individual help and instruction. The pupil who has no difficulty is so directed that his ability gets full scope. Definite standards of promotion on actual achievement, not length of service, is provided. The pupil gets definite credit for his work.

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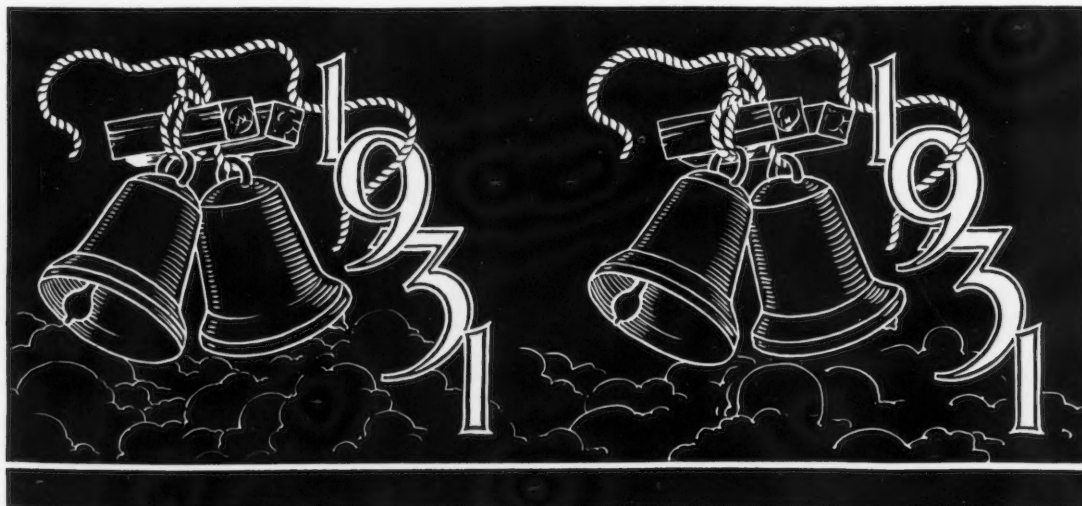
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TEACHING SPELLING

Many teachers select ten or twenty words at random or assign a lesson from the spelling text and take it for granted that nature will do the rest. Few pupils learn to spell in this manner even though the teacher may think they do.

In the first place, it is essential that the pupil be familiar with the different sounds of all letters, especially the vowels, says Everett Robie in *The Grade Teacher* (June, 1930, p. 306). Second he should know that he can spell many words exactly as they are pronounced. Third, the teacher may go back to ancient prefixes and suffixes and give the child a good foundation on which to stand. This foundation will enable him not only to see words broken up in parts, but to divine many meanings. Many of us spell today because we applied our subconscious reasoning in our early years of reading.



A BLACKBOARD BORDER DESIGN BY W. BEN HUNT

USING THE BULLETIN BOARD

If the principle that a bulletin board in the classroom is a social teaching device is true, then teachers should be alert to make use of it more widely and more effectively. Miss Martha Woodbury, writing in the *Nebraska Educational Journal*, suggests a variety of uses for the classroom bulletin board and for the school bulletin board. She says that the following suggestions are not exhaustive, but are stimulating:

Social Science

1. Pictures illustrating subject matter or problems.
2. Maps, charts, graphs to illustrate problems and to make them more clear.
3. Any current article which touches the problem.
4. Summary of problem as written by some child.
5. Statement of the problems as raised by the class.

Science

1. Pictures illustrating course of study units.
2. Pictures illustrating topics of passing interest, such as: Signs of Spring, Signs of Winter, The First Birds We Have Seen This Spring, Wild Flowers Which Should Be Protected, Undesirable Weeds, Poisonous and Edible Mushrooms, Volcanoes, Durable Furs.
3. Any stories, notices and reports of field trips written by the children.

Reading

1. Stimulation of reading by pictures illustrating the reading material.
2. Additional reading material on the same topic as used in a lesson.
3. Posting of seatwork done by the children.

Writing

1. Individual records as to quality and speed charted.
2. Class record on a test charted and compared with the standard for the grade.
3. Sample of well-written papers.
4. Sample of writing which is standard for the grade.
5. Sample of alphabet written correctly.

Arithmetic

1. Charts and graphs of individual progress in the attainment of skills, i.e., multiplication, subtraction, etc.
2. Class progress shown by graphs and charts.
3. Large charts with multiplication, division, addition, and subtraction combinations upon them.
4. Charts of results on the standard tests showing class rating and standard for the grade.

Art

1. Papers of different pupils showing the work done.
2. Famous pictures with a few remarks about the painter.
3. The printed alphabet.

Literature

1. Types of stories illustrated with appropriate pictures, i.e., Dog Stories, Indian Stories, Fairy Stories, Stories of Adventure, Historical Tales, Animal Stories, Myths, Æsop's Fables.
2. Single stories illustrated.
3. Single poems illustrated.
4. Groups of poems by that same poet with his picture or something about him.
5. Pictures, articles, and poems illustrating the month, season, or day.
6. Group of poems with pictures which have a similar theme, i.e., poems of the sea, animal poems, ballads, nonsense rimes, poems about fairies, pioneer poems.

7. List of the books checked out by the children.
8. List of the fifteen poems which the children in previous years have especially enjoyed.
9. List of the ten books which children in previous years have especially liked.
10. List of the five magazines which the children in previous years have recommended.
11. Pictures which illustrate a story, a poem, etc., the names of which may be guessed by the children.
12. Pictures of modern poets, essayists, writers, dramatists.
13. Current articles concerning books, plays, poems.

Music

1. Illustrated songs with words.
2. Group of songs with common theme, i.e., Early American Songs, English Songs, French Songs, Cowboy Songs, Indian Songs.
3. Group of songs by one composer with his picture and some interesting things about his life.
4. Pictures of a group of musical instruments, i.e., wind instruments, brass instruments.
5. List of songs illustrated for special days, seasons, months, i.e., Christmas Songs, Spring Songs, Thanksgiving Songs, May Songs, Patriotic Songs.
6. List of children who for a month have sung well, sat well, stood well, and listened well.
7. Music composed by the children.
8. Musical notation by the children.

Spelling

1. Daily record of each child's spelling, showing number of words correctly spelled.
2. Daily record of class progress.
3. An occasional record of progress in several grades for any period of time.
4. Samples of good spelling papers.

Industrial Arts

1. Articles made by the children.
2. Stories written about things done in the industrial-arts period.

Health

1. Posters illustrating good health habits.
2. Health rules composed by the children.
3. Daily chart kept by the children showing whether they passed inspection on personal appearance, i.e., clean teeth, hair combed, clean nails, clean face, neck and ears.

Composition

1. Standards for business and friendly letters, outlines, notes.
2. Samples of children's work.
3. Assembly programs.
4. Original poems, stories, and plays.
5. Letters sent to the children.
6. Summaries written by the children.
7. Graph of children's scores on tests.
8. Written recommendations of books or magazines.
9. Composition scales with samples of children's work.

Religion

To the foregoing, we are inclined to add the following suggestions for religion:

1. Pictures of the saint of the day.
2. Character calendar.
3. Biblical quotations.
4. Class progress shown by a chart or graph.
5. Announcement of coming holydays.
6. Appropriate aspirations.

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Personal News of Catholic Educators

¶ Rev. Bonaventure Schwinn, O.S.B., Ph.D., of St. Benedict's Abbey, has been appointed director of Mount St. Scholastica College, Atchison, Kans., and head of its philosophy department.

Years of study and practical experience prepare Father Bonaventure for his new office. He has done wide research in the graduate departments of the University of Chicago, Columbia University, and St. Vincent's College, Latrobe, Pa. For eleven years he has been professor of dogmatic theology at St. Benedict's College, Atchison, and has been Dean of the School of Theology since 1922. Acceptance of his rank as a philosopher has been shown in the publication of his articles in leading educational and philosophic journals. He has followed the recent educational movements and made direct application of his knowledge during his five years of director of Mount St. Scholastica summer session.

Rev. Mother Lucy Dooley, O.S.B., LL.D., is president of the college; Sister M. Jerome Keeler, O.S.B., Ph.D., is dean. Mount St. Scholastica opened its four-year courses this September after four years as a junior college. Extensive preparation for the enterprise made possible the commencement of senior work with complete library and laboratory equipment and a fully qualified faculty.

¶ REV. CHARLES H. METZGER, S.J., Ph.D., professor of history at John Carroll College, Cleveland, Ohio, recently gave a series of lectures before the Catholic Collegiate Association, composed of Catholic college women of Cleveland. His topic was "Religious Prejudices as a Cause of the American Revolution."

¶ DR. HERBERT F. WRIGHT, professor of international law at the Catholic University of America, Washington, D. C., was awarded the honorary degree, Doctor of Laws, by Providence College, Providence, R. I., on October 23.

¶ REV. JOHN D. WALSHE, S. J., pioneer of the California Jesuit Province, and a widely known Catholic poet, died at San Jose, Calif., on October 21, at the age of 84 years.

¶ REV. J. P. MARKOE, S.J., professor of astronomy at Creighton University, Omaha, Nebraska, is a hero in the eyes of Omaha's police force. Early in October, the chief wished to install a short-wave radio set to aid in law enforcement, but had to know the exact longitude and latitude of the police station before the Federal radio commission would grant a permit. The chief could find no one with the needed information until he remembered Father Markoe. In less than twenty minutes, the desired information was relayed to the jubilant chief.

¶ Queen's University, Kingston, Ontario, awarded the honorary degree of doctor of laws to Most Rev. M. J. O'BRIEN, D.D., coadjutor archbishop of Kingston, on October 24. In his speech of acceptance, His Grace classified the purposes of education under three headings: *instruere, educere, inspirare*, — to impart information, to develop the best powers of the soul, and to inspire students with the very highest ideals.

¶ ERNEST A. HODGSON, seismologist of the Dominion Observatory, Ottawa, Canada, has enrolled at St. Louis University to complete work for his doctor's degree in seismology under Rev. James B. Macelwane, S.J., dean of the graduate school.

¶ SISTER JEROME, O.S.B., dean of Mt. St. Scholastica College, Atchison, Kans., who recently obtained her Ph.D. degree from the Catholic University of America, was the recipient of a letter of commendation from our Holy Father, Pope Pius XI, praising her doctor's dissertation on a French poet.

¶ RT. REV. JOHN McMAHON, D.D., Bishop of Trenton, N. J., has appointed Rev. Michael A. Dalton superintendent of schools in his diocese.



REV. BONAVENTURE SCHWINN, O.S.B.,

Director, Mt. St. Scholastica College, Atchison, Kansas

¶ The Canadian Academy of St. Thomas Aquinas, recently created at the inspiration of HIS EMINENCE, CARDINAL ROULEAU, archbishop of Quebec, has just held its first session at Laval University, Quebec. It consisted of three public sessions marked by a large attendance as well as addresses and discussions of rare value. The distinguished president of the school is MSGR. L. A. PAQUET, dean of the faculty of theology, at Laval University.

¶ REV. MICHAEL J. O'CONNOR, S.J., age 69, one of the best-known Jesuits in the country, died in St. Louis, Mo., on October 27. Father O'Connor had been president of St. Xavier University, Cincinnati, Ohio, acting president of St. Louis University, dean at Creighton University, Omaha, Nebraska, procurator of foreign missions, and one of the first editors of *America*, the Catholic weekly review. He had been a member of the Society of Jesus for 53 years.

¶ Three prominent men of Washington were recently honored by the King of Italy, Victor Emanuel, with the rank of Knight Commander of the Crown of Italy. The award was given to REV. DR. W. COLEMAN NEVILS, S.J., president of Georgetown University; DR. JAMES BROWN SCOTT, chairman of the graduate committee of the Georgetown University School of Foreign Service; and RT. REV. MSGR. JAMES H. RYAN, rector of the Catholic University of America, in recognition of their conspicuous service in the promotion of international relations. The insignia of the order was presented by the Italian Ambassador to the United States.

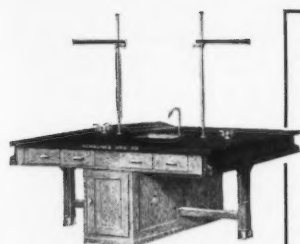
¶ Tribute in the form of a testimonial dinner was paid MOTHER PAULINE, C.S.C., president of St. Mary's College, Notre Dame, Ind., and SISTER M. CLAUDIA, C.S.C., prefect of discipline, by the 63 members of the senior class, Very Rev. Charles L. O'Donnell, C.S.C., president of the University of Notre Dame, and members of the university board of lay trustees on November 15.

¶ REV. LOUIS FORREY, S.J., is moderator of the University Playhouse Club, dramatic group at St. Louis University, St. Louis, Mo., known for its circle readings of Shakespearean subjects.

¶ REV. JOHN S. ZYBURA, of St. Francis Hospital, Colorado Springs, Colo., although an invalid, has just completed his sixth book in as many years. The title of his latest work is *Introduction to the Theologica Summa of St. Thomas*.

¶ BROTHER CORNELIUS, head of the art department of St. Mary's College, San Francisco, Calif., has invented and pa-

(Continued on page 23A)



Chemistry Table No. D-605



Laboratory Wall Sink No. F-1178



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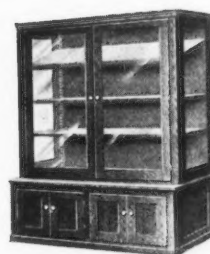
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Biology Table No. C-307



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No. G-1358 Storage and Display Case.

(Concluded from page 20A)

tented a new process of pastel-painting surfaces. By using certain hard substances in powdered form, Brother Cornelius found that he was able to produce the hard surface so desired by chalk painters.

¶ REV. AUGUST SAVIO, S.J., of the Jesuit College of St. Ignatius at Shanghai, China, has been nominated professor of entomology in the Chinese State University of Agriculture at Woosung. Father Sario has refused another college appointment offered him by the Nanking Central Government.

¶ At the University of Leiden, Holland, a Franciscan Friar, Dr. J. J. A. BERSEN, has been appointed assistant to his former teacher, Dr. E. Dubois, with the special mission of studying the Paleontologic Trilite Collection of the university.

¶ REV. DOMINIC BARTHEL, O.S.B., S.T.D., for more than a quarter of a century rector of St. Meinrad Seminary, St. Meinrad, Ind., died on October 23, at the age of 65 years.

EDUCATIONAL NOTES

(Continued from page 14A)

made for the production of light opera. The new organization will be known as The Stage Crafters of St. Xavier College.

¶ Mt. St. Mary's Academy, St. Charles, Ill., recently completed a recreation campus, covering twenty-two acres. The athletic field contains four concrete tennis courts, two basketball courts, and a sheltered pavilion, in addition to a nine-hole golf course. The school is under the direction of the Sisters of St. Dominic, of Adrian, Mich.

¶ For the fifth consecutive year in a state-wide scholarship contest, Topeka Catholic High School, Topeka, Kans., has won first place over all the schools of the state.

¶ Two thousand student delegates and the entire teaching staffs of all the Catholic schools assembled at the Cathedral of the Immaculate Conception, Albany, New York, on October 19, in the annual School Demonstration of the Albany

Diocese. The program, consisting of sermon, choir singing, and Benediction, was broadcast over the radio.

¶ Parochial schools in Albuquerque, N. M., will have regular attention from a special doctor and trained nurse. This health service is sponsored by the National Council of Catholic Women.

¶ Very Rev. Robert M. Kelley, S.J., president of Loyola University, Chicago, Ill., declared that the appointment of a board of lay advisors was one of the most significant steps in advance made by the university during the past year, in his annual message to the faculty at a dinner in the Congress Hotel, on November 6. This board functions as an advisory council on all matters pertaining to finances, development of physical assets, and public relations of the university.

¶ Founders' Day, celebrating the ninetieth anniversary of the founding of St. Mary-of-the-Woods College, Indiana, was observed on October 22 with ceremonies centered at Guerin Hall, named after Mother Theodore Guerin, founder of the school. The program consisted of a sketch of the life of Mother Guerin, a panegyric, pageant, and linking of the classes on the terrace—the sophomores with the seniors and the freshmen with the juniors.

¶ Fathers and mothers of St. Viator College students gathered at the institution on November 7 to celebrate the first annual Parents' Day. This new day on the college calendar is an outgrowth of Dad's Day, usually held. Very Rev. J. W. R. Maguire, C.S.V., president of St. Viator College, instituted the day this year.

¶ Father Flanagan's Boys' Home, Omaha, Nebr., was dedicated on October 19, with a large attendance of dignitaries and friends. Starting on a borrowed capital of \$90 and housing five homeless lads thirteen years ago, the home has now cared for 3,000 boys from 33 states and has assets of nearly \$750,000. All this has been accomplished by Rev. E. J. Flanagan, founder and director of the home.

☐ Responding to an invitation from Rev. Zacheus Maher, S.J., president of Loyola University, Los Angeles, Calif., mothers of Loyola students gathered in the university auditorium on November 24 to organize a Loyola Mothers' Club, dedicated to the development of the university.

☐ Preliminary arrangements for the erection of a new library at the University of Santa Clara, Santa Clara, Calif., were recently announced by Rev. C. J. McCoy, S.J., president of the university. The new building will house more than 150,000 volumes and will include the law library.

☐ The University of Santa Clara, Santa Clara, Calif., observed the centenary of Padre Magin Catala by laying the cornerstone of the new dormitory and dining-room building known as Nobili Hall, and by placing a plaque on the outer wall of the Restored Mission, marking the spot where Padre Catala's cell existed. The cornerstone was laid during the latter part of November by Most Rev. Edward J. Hanna, Archbishop of San Francisco.

☐ Academic caps and gowns were conferred on 167 freshmen of Marygrove College, Detroit, Mich., at investiture ceremonies in the Sacred Heart Chapel of the Liberal Arts Building on November 10. These traditional ceremonies, held annually on November 10, also observe Founders' Day.

☐ With 150 enrolled, first classes of Chaminade Catholic High School, Mineola, Long Island, N. Y., were held on December 1 in temporary quarters. The school building, now being constructed, will not be ready until next year. Brother Alexander Ott, for many years principal of Holy Trinity High School in Brooklyn, N. Y., is head of this institution, conducted by the Marianist Brothers.

☐ The Sister Adorers of the Most Precious Blood are to open a house for the members of the Congregation in attendance at the School of Education and Graduate School at St. Louis University, St. Louis, Mo., according to an announcement of November 29. The Sisters of Charity of the Blessed Virgin Mary already have a house located near the university which provides living quarters for the Sisters in attendance.

☐ Members of the Creighton prep football team, Omaha, Nebr., consecrated themselves in a special manner to the Blessed Virgin during the month of October. The ceremony took place in the students' chapel at the regular meeting of the Sodality, with the team's captain, William Pace, leading in recitation of the words of consecration. Two hundred and sixteen students witnessed the impressive pledge, under the direction of Rev. Francis Degelman, S.J., head of the Sodality.

☐ A new method for interesting children and teachers in dental corrections has been started in the New York parochial schools. Each week the principals of the various schools send to the Bellevue-Yorkville Health Demonstration Dental Department a list of pupils who have had dental work finished since September. Later these names are published. St. Agnes, St. Boniface, and St. John the Evangelist are schools that have submitted the most names thus far.

☐ Each month, for a period of one year, a new book will be given the pupils of St. Mary's parochial school, Michigan City, Ind., by the Catholic Women's Study Club of that city.

☐ The solemn dedication of the new \$1,000,000 novitiate of the Christian Brothers, Barrytown, N. Y., will take place in September. The new novitiate is the result of the purchase of the old Christian Brothers property at Pocantico Hills by John D. Rockefeller a few years ago.

The predominant architectural style of the new novitiate is a slightly modified Romanesque. The central unit is the chapel which towers above the neighboring buildings and gives a conspicuously religious character to the group. On each side of the chapel stands a massive four-story structure similar in size and in appearance. On the right of the chapel is the administration building containing parlors, offices, the infirmary, and living quarters for the Brothers of the community.

DR. WILBUR'S VIEW

Dr. Ray Lyman Wilbur, Secretary of the Interior, in an authorized interview printed in *Washington*, official organ of the Republican National Committee, emphatically states his opposition to federalization of education. This statement is of particular significance in view of the constant efforts to create a department of education at Washington. Dr. Wilbur is quoted as saying: "Ever since this Department was founded, there have been two widely different doctrines about its proper policy. One makes a fetish of centralization. The other believes in decentralization — and for two good reasons. First, every community in this country has its own peculiar problems. . . . The second reason is deeper and stronger. Men grow by responsibility — even when in exercising their responsibility they make their honest mistakes. We don't want to turn our people into spiritual and intellectual parasites on Washington."

CHAIR OF CATHOLIC ACTION

Preaching at the Red Mass celebrated at the opening of the academic year in University College, Dublin, early in October, Most Rev. Patrick Collier, Bishop of Ossory, announced to the congregation that the Irish hierarchy had decided to found a chair of Catholic action in the National University. It is proposed that the new chair will be allocated to University College, which, together with the University Colleges of Cork and Galway, and the Ecclesiastical College of Maynooth, constitute the teaching body of the university.

A MANUAL-TRAINING COLLEGE

St. Xavier University, Cincinnati, Ohio, was left the entire residue of the estate of the late Thomas J. Logan, estimated to be in excess of \$375,000. Mr. Logan died on November 1, and requested in his will that the fund be used to erect a building for the training, development, and education of students in coöperative arts, crafts, and labor trades, with the direct intention of assisting and encouraging worthy students, not studying for the professions. Plans are consequently being made for the erection of a building for the establishment of a manual-training college, with provision for coöperative courses in the various arts, crafts, and labor trades, as specified in the bequest and made possible through it.

COLLEGE OF COMMERCE

As the result of a gift of \$200,000 by Edward N. Hurley, Chicago capitalist, the University of Notre Dame, South Bend, Ind., will erect a college of foreign and domestic commerce. The university's present college of commerce, which has no building of its own, will be renamed the Edward N. Hurley College of Foreign and Domestic Commerce in honor of its founder. The structure will be in collegiate Gothic style. In the new building, theory and practice of international exchange of goods and services will be pictured on a huge relief map in colors covering the four walls of the main hall. All the countries of the world, their trade routes, ports, and ship, cable, telephone, and radio connections will be represented. Campus work of the school will be supplemented with an exchange of scholarships with leading industrial nations.

STUDENT LOAN FUND

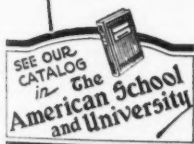
The parent-teacher associations in the Louisville, Ky., diocese, have undertaken the raising and management of a fund of money to help boys and girls through high school. The direct management of the fund will be under the control of the Catholic school board. Under the plan now being considered, the fund will function strictly as a loan to be repaid when an income is secured and will make available financial assistance enabling needy boys and girls to go to Catholic high schools.

50

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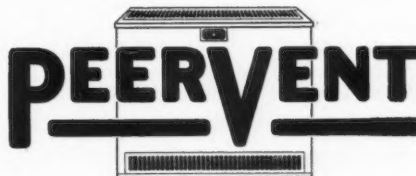
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A NEW "TALKIE" MACHINE

The Animatophone is the latest development of the Victor Animatograph Corporation, Davenport, Iowa. It is combined intimately with the newly designed Victor model 5 projector using a vertical turntable. The latter feature seems to facilitate reproduction in addition to securing compactness.

The new apparatus uses the standard nontheatrical film, 16 mm., and has been especially designed for schools, institutions, and the home.

SOURCES OF "MOVIE" FILMS

School officials are often handicapped in putting their motion-picture apparatus to use by a lack of knowledge of sources of films suitable for classroom or auditorium. To meet this need the Victor Animatograph Company, of Davenport, Iowa, issued early in 1930, a classified directory showing "where to buy, rent, and borrow 16 mm. films." A new edition of this directory is now available listing also talking pictures. This comprehensive directory which includes commercial, professional, industrial, and government sources will be sent free, upon application to the Victor Animatograph Company, Davenport, Iowa.

The Educational Screen, Inc., 5 South Wabash Ave., Chicago, Ill., issues a directory called *1000 and One, the Blue Book of Non-Theatrical Films*. The directory sells for 75 cents. This company also publishes a magazine entitled *The Educational Screen*.

Eastman Teaching Films, Inc., Rochester, N. Y., has an excellent collection of films on geography, industry, etc. These films are for sale to schools.

The Society for Visual Education, Inc., 327 South La Salle



THE NEW ANIMATOPHONE

St., Chicago, Ill., publishes a series of inexpensive educational films known as S. V. E. Picturoles. These are still pictures. The list includes a wide range of school subjects. The catalog of religious filmstrips of this Society lists: the Cate-
(Concluded on page 28A)

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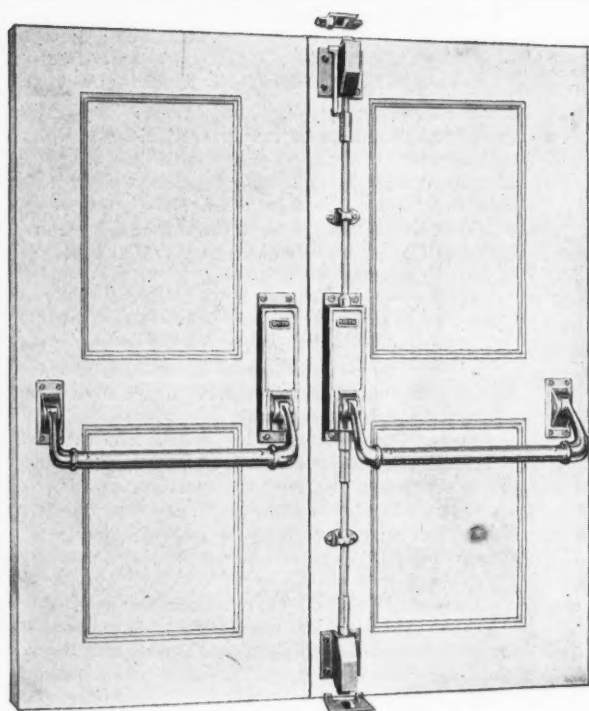


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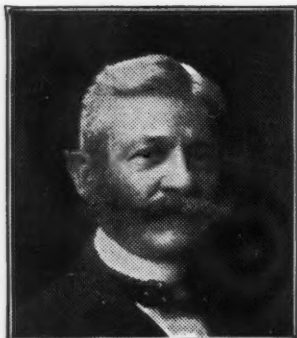
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(Concluded from page 26A)

chism in Pictures, International Eucharistic Congress; Baltimore Catechism, the Catholic Liturgy, and Bible History. The Society also supplies films of other publishers.

The Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., will send a list of publications of various Government departments which give lists of films and slides that may be obtained from these departments. The departments of education and agriculture of various states as well as the state educational institutions frequently have films or slides for public use.

EXTENDS EDUCATIONAL HELP

The American Crayon Company, of Sandusky, Ohio, has been a pioneer not only in the invention and development of art materials, but especially in educational service. Under the direction of Mr. William N. Tanner, Jr., the service department of the American Crayon Company for Catholic schools has become well known to many Sisters, who are teaching art.

Mr. Tanner, who developed the National Catholic Art Exhibit which last year was made a permanent annual activity of the N.C.E.A., has now resigned his position to pursue special studies in business management at the University of Chicago.

Professor H. Francis James, former director of the Fort Wayne Art School and Museum, will succeed Mr. Tanner as director of the Catholic educational department of the American Crayon Company. During his 20 years as an art supervisor and lecturer, Mr. James has taught or directed the art work in many important centers of the country. He is the author of the Junior and Senior Color Tablets published by the Bruce Publishing Company and also of the course in public-school drawing in the revised course of study for the state of Illinois.

Under Mr. James's guidance the American Crayon Com-

pany's work of assisting art teachers in the Catholic schools will be continued. Mr. James' experience will be valuable in solving the many problems which the schools submit to his company.

CATALOG OF BOOKS AND RELIGIOUS GOODS

The E. M. Lohmann Company, 413-17 Sibley Street, St. Paul, Minn., has issued a new general wholesale catalog. The catalog, which is attractively illustrated, lists a large number of books besides pictures, vestments, devotional articles, statues, church furnishings including altars, society paraphernalia, etc. On the back cover of the catalog is a picture of the Lohmann Company's new home with over 27,000 square feet of floor space.

SCHOLARSHIP AWARDS OF THE NATIONAL SOAP SCULPTURE COMMITTEE

The National Soap Sculpture Committee, of New York City, has announced the seventh annual competition for prizes offered by the Procter & Gamble Company for small soap sculptures. The Committee has announced that a number of special scholarship awards will be made to students in the senior group who send the best soap sculptures. Prize winners and honorable mentions in the senior class will be eligible for the scholarship.

(News)

NEW CATHOLIC ENCYCLOPEDIA

In view of the vast changes that have occurred in the world since the completion of the Catholic Encyclopedia in 1914, the editors, encouraged by the Hierarchy, have decided to revise their work. The new edition will record the great progress of the Catholic Church during the past 15 years, reflecting changes in literature, history, education, philosophy, and sciences.

DISCUSSION OF INDUSTRIAL EDUCATION

Rev. Joseph F. Barbian, superintendent of schools, archdiocese of Milwaukee, invited superintendents and other school personnel to gather in his city October 31, to discuss vocational education. The other Catholic educators who signed the invitation and prepared a preliminary statement of the nature of the problem were, Rev. J. W. Wolfe, superintendent of schools, archdiocese of Dubuque; Rev. J. A. Byrnes, superintendent of schools, archdiocese of St. Paul; Rev. D. F. Cunningham, superintendent of schools, archdiocese of Chicago; and Mr. H. A. Frommelt, Marquette University.

The meetings were held in the library of the Milwaukee Vocational School and their success was largely due to the splendid and unbounded hospitality of Mr. R. L. Cooley, director of this school. Mr. Cooley presented an excellent survey of the entire field of vocational education and guidance. Father Barbian, acting in behalf of the Milwaukee archdiocese, first welcomed the visiting delegates, numbering well over 150. Immediately after Mr. Cooley's presentation a tour of the Milwaukee Vocational School was made. One hour was hardly sufficient to examine in detail this working demonstration of a vocational education project, housed in a six-story building, covering an entire city block, with its threescore and more of trade departments, classrooms, cafeterias, assemblies, and gymnasiums. However, the work of the conference lay ahead and the delegates returned to enter into some lively informal discussions for more than an hour. The delegates then became the guests of the Milwaukee Vocational School at a noon luncheon.

Father Wolfe presided over the conference after the address of welcome by Father Barbian. Mr. George Hambrecht, state director of vocational education, Madison, Wis., spoke briefly on the state program and the function his department plays in this educational activity. Dr. Edward Fitzpatrick, dean of the graduate school, Marquette University, an authority in the field of vocational education, quickly cut to the heart of the problem and the nature of Catholic coöperation necessary for its solution. Dr. John A. Lapp, head of the school of social science, Marquette University, who played a large part in the drafting of the Smith-Hughes Bill, called attention to the present-day trends in this field. In the thirteen years since the enactment of the Federal law, vocational education has grown tremendously. What position would Catholics, as a body, assume toward it?

During the hour of organization meeting the discussion emphasized two points; namely, the necessity for Catholic action in this regard and the need for some form of organization to undertake it. After a discussion participated in freely and informally the presiding officer was instructed as follows: The original committee issuing the invitation should be constituted as the nucleus of a larger and more representative group of Catholic educators. This latter body was instructed to consider carefully the problem in its entirety and then to report back to the original conference regarding its findings within 30 days.

This pleasant and instructive day was concluded with the hospitality of Wm. George Bruce, as host at a dinner in the Milwaukee Athletic Club. The speaker of the evening, Mr. John Wesley O'Brien, of the state department of New Jersey, ably presented the case for vocational education, calling special attention to its present-day trends and tendencies. Several other speakers summarized the thoughts of the conference.

The next meeting of the enlarged committee will be held in Chicago, Ill., December 30, at which time two problems will be considered: First, the attitude of the Catholic educational body toward vocational education and guidance; and second, the nature of coöperation with existing public agencies now serving this field. It is not at all unlikely that Catholic leaders will form an organization which will be constituted a section or division of the N.C.E.A.



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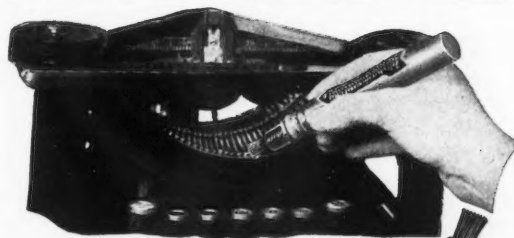
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